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ABSTRACT

This report contains the proceedings of the Fifth National Conference on Population/Family Planning Library and Information Services. Sponsored by the Association for Population/Family Planning Libraries and Information Centers (APLIC), this was the fifth in a series of annual conference/workshops devoted to library and information needs and services in the population/family planning field. Part One has a summary report, list of participants, and conference agenda. Part Two reports a four-part panel discussion, "Information Needs and Sources in Family Planning," focusing on programs and communications materials, both United States and international. Part Three covers workshop sessions on information retrieval using library methods, computer usage, and construction of an hierarchical indexing vocabulary. Part Four is devoted to two special reports: "Population Education: A New Dimension for the Population/Family Planning Library" by Frances Jacobson and "The First Five-Year Plan for Population Education" by Noel-David Burleson. Reviews of previous conferences, participant statistics, a bibliography, and APLIC Bylaws are also included. (BL)

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PROCEEDINGS

of the

FIFTH NATIONAL CONFERENCE

on

POPULATION/FAMILY PLANNING

LIBRARY AND INFORMATION SERVICES

Chapel Hill, N. C.

May 4 - 5, 1972

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PROCEEDINGS

OF THE

FIFTH ANNUAL CONFERENCE

OF THE

ASSOCIATION FOR POPULATION/FAMILY PLANNING LIBRARIES AND INFORMATION CENTERS

(APLIC)

CAROLINA INN
CHAPEL HILL, N.C.
MAY 4-5, 1972

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December 1972

Association for Population/
Family Planning Libraries and
Information Centers
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INTRODUCTION AND SUMMARY REPORT

Bates Buckner, Head
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Carolina Population Center

The Fifth National Conference on Population/Family Planning Library and Information Services was held in Chapel Hill on May 4-5, 1972. The Conference was sponsored by the Association for Population/Family Planning Libraries and Information Centers (APLIC), and hosted by the Carolina Population Center. This was the fifth in a series of annual conference/workshops devoted to library and information needs and services in the population/family planning field. Invitations to the conferences are issued to individuals, organizations, and university centers known to have teaching research, and/or service interests in the field. The 1972 meeting was attended by some 102 persons, representing more than 50 organizations.

The Fifth Conference featured a panel on "Information Needs and Sources in Family Planning, with five speakers representing different aspects of the field. The remainder of the program was devoted to practical working sessions, or "workshops," on such topics as "Information Retrieval Using Library Methods" and "The Construction of a Hierarchical Indexing Vocabulary."

This conference was the first to be planned and sponsored entirely by APLIC and marked another turning point in the development of the Association. The question of what affiliation APLIC should have with the Population Association of America continued to excite a great deal of interest and discussion. It was decided, in conjunction with the special committee assigned by the PAA, to hold the next annual APLIC conference in New Orleans, immediately preceding the PAA conference. APLIC will again be invited to present a panel at the PAA conference. The APLIC panel will be scheduled for the first morning of the PAA meeting, thus providing some overlap. Each individual member of APLIC is encouraged to join the PAA on an individual basis.

There is growing interest in the activities represented by the various participants, and a growing realization of the role which libraries and information-related activities can play in the population/family planning field. The need for more coordination, increased communication, and more fruitful collaboration between the various libraries and services hardly needs emphasizing. APLIC is working hard to develop mechanisms for pooling its resources; for improving the dissemination of its services; and for upgrading and expanding existing facilities and capabilities. The annual conferences will continue to provide a forum and a focus for these efforts.

The following organizational description and brief review of previous meetings should be helpful to a broader understanding of the context and history of APLIC and the annual conference series.

Brief Description of APLIC

Statement of Purpose

The Association for Population/Family Planning Libraries and Information Centers (APLIC) has as its objective the development of effective population/family planning library and information systems and services. Such development includes the improvement of techniques for handling population/family planning library, information, and communication materials, as well as the devising of systems for processing and disseminating the growing volume of population/family planning information as quickly and efficiently as possible.

APLIC Goals

Since its inception in 1968, four important organizational goals have evolved for APLIC. The first goal is to strengthen professional contact among the population/family planning librarians and information and communication specialists. The second goal is to establish a cooperative network of population/family planning libraries and information centers to encourage and expedite the exchange and dissemination of information. The third goal is to institute a program of continuing education in order to provide a better understanding of population/family planning sciences and activities. The fourth goal is to broaden the scope of the organization to include international membership, so as to facilitate the worldwide exchange of population/family planning information.

History

The Association grew out of the annual series of conferences initiated by the Carolina Population Center, beginning in May 1968. Funds for these conferences have been provided by the Carolina Population Center, the Population Council, and the United States Agency for International Development. The First Conference provided the first opportunity for U.S. population librarians and information specialists to meet together. The Second Conference helped to identify more specifically many of the problems inherent in the running of population/family planning libraries and information centers. The Third Conference saw the beginning of the "Association" with election of a Board to serve as a Conference Steering Committee, and an increasing focus on the need for adequate subject indexing for the population field. The Fourth Conference

led to the incorporation of APLIC as a formal organization. Initial discussions of possible affiliation with the Population Association of America also occurred at this meeting. The Fifth Conference, held on May 4-5, 1972, had "Information Needs and Sources in Family Planning" as its subject focus.

APLIC is now an association representing about 60 organizations, libraries, and individuals concerned with identifying, collecting, and disseminating information relevant to population and family planning. Organizations sending representatives to APLIC conferences have included: international population organizations, federal and local family planning programs, Planned Parenthood-World Population affiliates, government and university population research centers, schools of public health and other educational institutions, as well as various private foundations and organizations supporting population/family planning efforts.

APLIC is governed by a constitution and by-laws which designate that its officers and Board are responsible for planning and executing its various activities, including the annual conference. As representatives of the membership as a whole, the Board is also responsible for directing the growth of the association and formulating policy. To accomplish these duties, the Board meets about four times a year. APLIC was incorporated on May 2, 1972

Future APLIC Services

To date, APLIC has been chiefly occupied with planning for the annual conferences. Efforts are now underway, through subcommittees, to develop information service projects for the population/family planning field. Possible projects under consideration include establishment of a clearinghouse for population/family planning information, systematic exchange of population/family planning bibliographies on a regular basis, and development of a standard subject classification scheme for the population/family planning field. In addition, APLIC will continue to cooperate as fully as possible with other national and international organizations in order to develop a worldwide network of population/family planning information exchange. Planning is underway for an international conference to be held in 1973.

Review of Previous Meetings: First Conference, 1968

The First National Conference on Population Library and Information Services was held at Chapel Hill in May of 1968. This was the first time that United States population librarians and information specialists met formally. Emphasis at this time was on the identification of common aims and problems, and during a series of information discussions and worksessions, participants agreed that the group should concern itself with the achievement of three main goals:

1. The improvement of techniques for handling population library materials, with particular focus on the establishment of a workable and uniform scheme for subject classification.

2. The promotion of cooperation and exchange among population libraries as well as between these libraries and organizations or libraries working in fields related to population/family planning.

3. The devising of systems, both automated and manual, for processing the growing volume of population information as quickly and efficiently as possible.

It was with this third goal in mind that the Second National Conference, a collective effort on the parts of the Carolina Population Center, the University of North Carolina School of Journalism, and the University's Department of Computer and Information Science, was planned. The main objective of the 1969 Conference was to describe and explain various methods of library processing, indexing, and subject classifying, using both mechanical and non-mechanical schemes. Each Conference participant was a member of a working committee and was introduced, by four guest speakers, to several automated systems for information retrieval. Informal question-and-answer periods following the speakers' presentations encouraged the exchange of opinions and ideas concerning the use of these automated systems and their potential value for persons involved in population information services.

Second Conference, 1969

This Second Conference helped to identify more specifically many of the problems inherent in the running of population libraries and information centers. One such problem was found to be the lack of open channels of communication and exchange among the individual population libraries in the United States. A two-fold attempt was made to improve the situation.

First, the Steering Committee was formed. Several times during the following year, this committee met to plan the 1970 Conference and to explore the possibility of establishing a formally organized association of population libraries and information services in the United States. Reports from the Steering Committee meetings were sent to all 1969 Conference participants, as well as to other interested persons, in order to foster continued communication and interest in both the proposed national association and the 1970 Conference.

Second, the Carolina Population Center Library agreed to conduct a survey of population libraries and information services in the United States. The survey results, made available at the 1970 Conference, include data concerning the facilities, policies, and collaborative potential of twenty-three responding libraries. This information,

together with descriptions of several population information services, was compiled and published by the Carolina Population Center as the Directory of Population Libraries and Information Services in the U.S. (now replaced by the International Directory published in May 1972).

As was the case at the first meeting, 1969 Conference participants agreed that the absence of adequate subject classification of population library materials was one of their most serious and pressing problems. Members of the Conference's Working Committee on Subject Classification Systems decided to meet during the following year in order to discuss and evaluate various methods of subject classification and to develop a set of specific recommendations to be presented at the 1970 meeting. The Subject Classification Committee met once in December of 1969 and again, in an evening sessions, on May 14, 1970, the first day of the 1970 Conference.

Third Conference, 1970

The Third National Conference was organized by the Steering Committee and the Carolina Population Center with the need for not only adequate subject indexing but also a formalized structure for the proposed library association in mind. A panel discussion, working committees, and all-conference work sessions were arranged and two guest speakers recruited. Panel members and one of the two speakers addressed themselves to the problems of indexing, abstracting, and subject classification. Members of the working committees and the second guest speaker were concerned with these and other specific areas of population library development. The all-conference sessions were devoted to a review of progress made since 1968 and the formulation of plans for future action.

One significant development at the 1970 Conference was the setting up of the Charter Committee. This group decided to meet during the following year to investigate several alternative plans for the formal organization of population libraries in the United States. They planned to draft a charter to be presented to participants at the fourth annual conference in May 1971. The long-range plan of this committee (and the 1970 group as a whole) was that the proposed national association grow, as quickly as possible, into an international organization. Thus, the establishment of the national association would be the first step in an attempt to unite population libraries and information services throughout the world.

It was recognized by the Third Conference that the lack of formal lines of communication must be remedied, especially as population libraries in the United States feel the growing need and desire to establish international contacts. Resource sharing among all population libraries is essential to the development of better information and documentation services for population students and researchers. The formation of the Charter Committee was perhaps the most valuable product of the 1970 Conference. The new international focus made the need for a formal association of population libraries and

information centers most critical. Also, formal organization in necessary in order to seek funding for conference sponsorship and for essential technical projects. APLIC's scope is expanding rapidly, and new participants are added each year. There is a need for a permanent administrative structure. The Steering Committee and the majority of the 1970 Conference attendees strongly urged that APLIC move forward quickly in this direction.

Fourth Conference, 1971

The Fourth Conference marked an important turning point for development of the Association of Population/Family Planning Libraries and Information Centers . At the business meeting on Friday afternoon a formal charter was adopted and the slate of officers elected. Along with adoption of this more formal structure for the group (eventually to be legally incorporated), came the question of how best to work in the future toward accomplishing the stated goals of the organization. The question of a possible affiliation between APLIC and the Population Association of America was discussed at length. It seemed likely that such an affiliation could be mutually advantageous. and that it would be worthwhile to begin exploring the idea thoroughly.

Representatives from APLIC were invited to attend the 1971 board meeting of the PAA to explain the structure and goals of APLIC, and to open discussion on the feasibility and desirability of an affiliation between the two groups. It was decided by both bodies that further investigation was necessary, as well as a trial run, and a coordinating committee with membership from both organizations was established. In the meantime, the APLIC Program Chairman was invited to organize a panel for the 1972 PAA meeting in Toronto.

The Fourth National Conference differed slightly from preceding meetings in that the entire program was devoted to panels and speakers, and small working sessions were not scheduled. Generous support from USAID enabled the Board to invite an impressive number of excellent speakers, and ample time for discussion was provided. The two major themes of the conference dealt with the interrelationships of public and private contributions to a population/family planning information network, and the international aspects of existing and planned information services. For the former, a panel entitled "Partnership of Government and Private Sources of Population/Family Planning Information" and a Workshop Session by the Data Access and Use Division of the Bureau of the Census were offered. To cover the international aspects there was an afternoon seminar featuring special guests from WHO, CELADE, UNESCO, OECD, IPPF, and the IDRC in Ottawa, and a talk on "The Foreign Library Consultant in Asia."

The Fourth National Conference reaffirmed the importance of the long-needed standard subject cataloguing scheme; the improvement of techniques for handling population library acquisitions; and the development of better inter-library communications. Population information systems continue to need uniform yet flexible subject access. This lack hinders work on many key projects. Faster, more efficient ways of obtaining and processing population library materials, especially ephemera, must be found. Third, and most important, is resource sharing and the exchange of ideas to an ever increasing extent.

FIFTH NATIONAL CONFERENCE ON

POPULATION/FAMILY PLANNING LIBRARY & INFORMATION SERVICES

P R O G R A M

Wednesday, May 3, 1972
Carolina Inn

7:00 - 9:00 p.m. *Registration - Carolina Inn Lobby*

7:00 - 9:00 p.m. *APLIC Board Meeting*

Thursday, May 4, 1972
Carolina Inn

9:30 - 9:45 a.m. *Opening Session*

Chairman: Bates Buckner
President, APLIC, and
Head, Technical Information Service
Carolina Population Center

9:45 - 12:30 p.m. *Session in Information Needs and Sources in Family Planning*

Chairman: Rolf Versteeg
Center for Population Research
National Institute of Child Health
and Human Development, NIH

Speakers:

"Information and Education in U.S. Family Planning Programs"
Marjorie Costa
Interim Director, National Center for Family Planning Services, Health Services and Mental Health Administration, HEW

"Communications Program Planning"
William Sweeney
Consultant, Ford Foundation

"Development of Communications Materials"
Bjorn Berndtson
Community and Family Study Center
University of Chicago

"International Family Planning Programs"
K. Kanagaratnam
Director, Population Projects Department
International Bank for Reconstruction and Development

2:00 - 2:45 p.m. *Announcements*

2:45 - 5:00 p.m. *Workshop Session*

Chairman: Frances Jacobson
Population Reference Bureau

Workshops:

"Information Retrieval Using Library Methods"
Blanche Horowitz
Planned Parenthood-World Population

"Population Information Services: Operational Problems"
David Radel
East-West Communication Institute

"International Directory and Overview"
Cathie Fogle and
Anne Cotterill
Technical Information Service
Carolina Population Center

"Construction of an Hierarchical Indexing Vocabulary for Population/Family Planning Literature"
Norman Shumway, M.D.
National Library of Medicine, and
Kathryn Speert
International Institute for the Study of Human Reproduction, Columbia University

6:30 - 8:30 p.m. *Buffet Reception to meet International Participants*

Friday, May 5, 1972
Carolina Inn

9:30 - 11:30 a.m. *Business Session on APLIC: Past and Future*

Bates Buckner, President, APLIC

1:00 - 3:00 p.m. *Workshop Session*

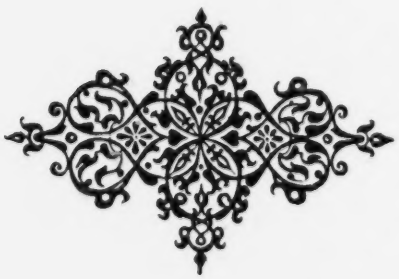
Workshops:

"Computer Usage in Library and Information Retrieval Services"
Dan Joldersma
Center for Population Planning
University of Michigan, and
Sally Mulligan
Family Planning Evaluation Activity
Center for Disease Control

"A New Dimension for the Population/Family Planning Library: Population Education"
Frances Jacobson
Population Reference Bureau

"Introduction to the Carolina Population Center Library"
Patricia Shipman
Librarian, Carolina Population Center

3:00 p.m. *APLIC Board Meeting (open to all)*



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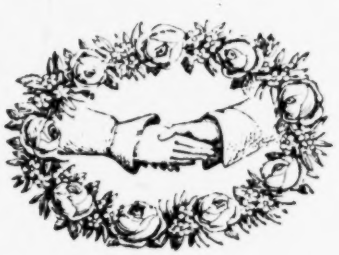

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PAPERS PRESENTED AT

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INFORMATION AND EDUCATION IN U.S. FAMILY PLANNING PROGRAMS

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The National Center for Family Planning Services of the Department of Health, Education, and Welfare, is still a new program having just completed two full years as the largest Federal program with its specific and exclusive focus being the support of the delivery of family planning services in the United States.

I also come to you "new"...the first woman in a policy-making position in a program directed primarily at women...though we do not forget that males, too, have an important role to play. In addition, I am black and have a Spanish surname! And now I find myself "on the inside," within the bureaucratic structure, yet well aware of the hardships sometimes encountered by many on the outside. A public health educator by profession, I mean to take this program to the people, and to deal with the problems of the people. Problems can't be solved from the top, but the program taking the services to the people can be sensitively monitored from the top, and this is what I plan to do.

The Federal Government through the National Center is making a major effort to get family planning services to the millions of Americans who either cannot afford these services or do not otherwise have access to them. The Center expects to fund this fiscal year a total of approximately 300 projects at a funding level of $88 million in project grants to service approximately 1.3 million people. Many of you are information people from these service projects. These programs are funded through our 10 Regional Offices. The National Center establishes a leadership role to assure that high quality family planning services are offered...that these services are available without coercion and with respect for the interest, privacy, dignity, social and religious beliefs of the individuals served.

The individuals seeking these services may be women, adolescents, males, ethnic or cultural minorities...all from different backgrounds and with different life styles. We must understand these differences, and they must understand what family planning means...that they can avoid having children if this is what they want, or that they can be given the services they need to have the children they want when they want them.

Several groups stand out as desirous of these services. Young women 12-22, never married or pregnant, and often not physically or economically prepared for parenthood. Girls under 19 are at a very high risk for adverse outcome of pregnancy. They often drop out of school, thus having lower educational status and fewer job opportunities. The young father also encounters many problems and needs help. Services for this group must include outreach efforts since the young women are not yet in existing maternal and infant care systems and are reticient to seek family planning information. Women in this age group primarily use obstetrical and gynecological medical services. Thus by seeking fertility services they obtain entry to the medical care system.

Women in the middle and late 20's...their most fertile years... comprise a large group in need of services. Spacing is important during these years. Use of contraceptives will be intermittent. The mother in these cases can usually be reached through prenatal or postpartum care services. Women 28-30 and older comprise a third group. Their families are often complete, and they want continuous, highly effective birth control for their remaining fertile years.

We are faced then with the problem of bringing services to these persons, to informing and educating them as well as the personnel of the health-providing agencies, community leaders, opinion molders, the staff of social and health agencies, teachers, clergymen, and the community at large.

How can we go about getting the services to the people and making the program an effective one? We can start by building the family planning services into a total comprehensive health system. This can come about in many ways. If we have only a family planning activity in a community, then this is the place to start comprehensive health services. On the other hand, if a facility offers a range of health services, we expand this to include family planning services.

All programs must be carefully monitored. Certain conditions cannot be tolerated. Women do not want to go into unprotected, open facilities where they are sometimes the butt of neighborhood gossip and insults. Store fronts are not dignified for family planning services. Instead, these services should be in a facility serving a broad range of services...a comprehensive health facility. Family planning is a health measure to help avoid risk of unwanted pregnancy, but, larger yet, it is part of a comprehensive health service.

Let us ask ourselves these questions: Is the message that family planning is a health measure getting to the people? What is the quality of service the people are getting? Is quality service attracting the people?

Certain barriers to service are with us. These include legal restrictions, social and geographic barriers, and the attitudes of service providers who very often prevent the effective and efficient provision of services.

Regarding the legal barrier, an initial step has been made by the Center in the assembly and analysis of existing Federal, State and territorial laws, policies and regulations regarding contraception and voluntary sterilization. This study has been completed and plans are underway to publish the volume. The compilation will include summaries of Federal laws, State laws, and an analysis of state health and welfare department policies on family planning and voluntary sterilization, as well as individual state profiles. It is expected that this volume will be available from the Government Printing Office in the fall.

To improve the delivery of services, training programs to provide short term, intensive training in the skills, knowledge, and attitudes necessary for the effective delivery of family planning are essential. When a training program is found that works well, that training program will be made available to all projects. Being innovative for the sake of being innovative can prove to be a waste of time and energy. Adjustments can be made in adapting programs to the specific areas where they are used. Selected categories of personnel...project administrators, physicians, allied health professionals, physician assistants, student health personnel, and public health nurses will have special skills developed in an effort to respond to the Center priorities for the direct delivery of services to those groups that continue to have high percentages of unmet family planning needs, such as the rural poor and adolescents. Materials used in family planning training will be reviewed to determine effectiveness, and the best materials will be made widely available with new materials developed as needed.

The Center information office is conducting a similar materials exchange. Local projects have been contacted to send samples of locally produced materials which will be shared among other projects. Perhaps some of you have contributed to this project. If not, we would like to hear from you.

The information and education program at the Center ranges from providing information to a variety of family planning personnel at all levels to increase their awareness of the family planning field, to assisting in the implementation of effective information and education components of the program's delivery services.

An initial effort at the National Center for Family Planning Services to improve services in information and education has been the Family Planning Digest which contains abstracts of articles, reports, and speeches from the wealth of written materials about contraceptive technology, methods of service, and other issues related to family planning. The Digest is aimed to reach the service provider--the busy administrator, nurse, aide, or other family planning worker in the clinic. It is non-technical enough also to inform the community leader, and thus to build community acceptance and support. We have with us sample copies of the Digest and invite you to be added to our mailing list.

Other plans underway in our information division include a patient education workshop to pool the experiences and interaction of users and designers of patient education programs and materials, in order to examine and evaluate currently used materials and determine the need for developing models and materials relevant to today's climate.

By means of a biweekly newsletter and acquisitions list, the staff is kept abreast of current news in the field, Congressional and legislative developments, and high lights of current literature.

Having surveyed the provision of information and training to the service providers, we return to the most important person in this plan--the client. The National Center program is one of service. Informational needs and services must relate and be structured to service delivery.

We can infiltrate the network of the medical care system and broaden the provision of family planning services by starting with the family physician. Delivery of service through private physicians can be enhanced if voluntary agencies assist them by contacting patients, undertaking responsibility for reimbursing them for services rendered, following up on missed visits, and carrying out a continuing patient education reinforcement function to help maintain the patient in care. The private physician is the only source of access to reliable effective contraception where institutional programs are unwilling or unable to provide services. It is my concern to make the provision of family planning information a part of the general health examination for every patient. We have gone part of the way with the general acceptance of the Pap smear. This is a requirement for every patient receiving services from a Center-funded clinic.

Voluntary family planning services are not intended to deal with the nation's concern with the dynamics of population growth, but with the well-being, the desire, and the health of the individual.

In summary, if you have a program that serves the needs of the people in the community, we have the funds and determination to assure quality service.

COMMUNICATIONS PROGRAM-PLANNING NEEDS

WHICH CAN BE FULFILLED BY LIBRARY AND INFORMATION SERVICES

William O. Sweeney
The Ford Foundation

I. A Program Planner's Need for Library and Information Services.

What does a program planner have to say to members of the Association for Population/Family Planning Library and Information Services? The subject area is obvious -- population and family planning. But what are the issues and problems between Library/Information wallahs and program types? After some consideration, I decided to address myself to program problems and to the possible solutions which you can provide. I decided that I am interested in the work of your association for a very simple reason. I need your help. Your information resources can assist program planners in knowing what has been done, who has done it, and what has worked or not worked. You can help me so that I don't keep re-inventing the wheel.

II. The Need is Recognized by APLIC

As early as 1968, APLIC recognized program needs when it set three main goals for the organization:

1. The improvement of techniques for handling population library materials, with particular focus on the establishment of a workable and uniform scheme for subject classification.

2. The promotion of cooperation and exchange among population libraries as well as between these libraries and organizations or libraries working in fields related to Population/Family Planning.

3. The devising of systems, both automated and manual, for processing the growing volume of population information as quickly and efficiently as possible.

The report of your fourth conference was even more specific:

> "Population information systems continue to need uniform yet flexible access. This lack hinders work on many key projects."

Not only APLIC has recognized the need to provide program people with needed library and information resources. In October 1971, IPPF, with UNESCO, held a meeting on "Clearinghouse Facilities for Audio-Visual Aids and Teaching Materials." This meeting resulted in a decision by UNESCO to establish an organization which links the various Population/Family Planning clearinghouses, probably through IPPF as the central clearinghouse, a project not yet approved. One of the basic papers for the conference, "Clearinghouse Services in Population/Family Planning,"was prepared by David Radel of the East-West Center's Communication Institute.

Program planners recognize that library and information services can provide assistance to communications program work. APLIC and other organizations recognize the contributions that can be made to the development of family planning programs. It is my task now to try and point out exactly how you can help.

III. How Library and Information Services Can Help Develop Communications Programs.

I am talking about communications as a program component of family planning. In my opinion, there should be only two operating divisions in a family planning program: services and communications. Why? Because these are the only two parts of a family planning program that reach and have contact with people.

Our problem is overpopulation. The solution to the problem is the acceptance and use of contraceptives by large numbers of people. If people don't accept or use them, then all other efforts are fruitless. Therefore, services and communications, as the two program parts that reach people, are primary.

A. Program Components of Communications.

A communications program in family planning has two major units: public information and education. These two units are the only channels to family planning audiences; all ways and techniques of communicating with family planning audiences can be subsumed under the public information or the education units.

Public information included public relations, mass media usage, advertising and promotion, and commercial marketing, particularly the marketing of non-medical contraceptives.

Education is more complex. The basic division for education is formal (in-school) and non-formal. Non-formal includes clinic-based patient education, extension, and community education.

B. Assisting Public Information Activities.

For Public Information, I have defined four areas of activity: public relations, mass media usage, advertising and promotion, and commercial marketing. As library/information services people, what kind of information can you give me in and about the above four areas of activity?

Public Relations. You can certainly give me a number of texts which tell me what public relations are and which describe public relations activities. You can provide me with papers and articles on the role of public relations in marketing and advertising and maybe in the life of public and private corporations. As a program person, a practitioner, I would also like to have examples of practical materials such as press releases about family planning programs, to have examples of public relations activities, such as conferences. At the present time, your services probably could not give me this kind of material.

Mass Media Usage. The academic field of communications is largely concerned with the mass media. If I am interested in the mass media, and in information about using the mass media, you would be able to provide me with an overwhelming amount of material which has been developed, largely in the United States, in the part 30 years. If I am interested in materials that were used in a given program, or if I am interested in operational plans for using the mass media, then your services probably will not be able to provide me with the information I need.

Advertising and Promotion. There certainly have been a number of texts and many articles written about advertising and promotion campaigns. As a practitioner, I am most interested in seeing a given advertising and promotion campaign and all of the materials that were used in the campaign. Materials could include newspaper advertisements, billboards, radio and television spots, and a wide range of printed materials. Your services could provide me with a descriptive report of a campaign, but probably could not provide me with the actual campaign materials. There is a possibility that you might have a box of materials back in some corner, which I could hunt through to see if there were anything that interested me. But if I asked you to provide me with all of the materials for a given campaign in a single container, then I don't think it would be available.

As importantly, I might want to compare materials of one country with another country, or one type of campaign with the same type of campaign in another part of the world. Present information/service facilities would not permit this, except on a very haphazard basis. Or, I might want to compare the various kinds of comic books which explain contraceptive usage. Again, present services would not be able to assist me in this kind of a comparison.

Commercial Marketing. Recently, the Population Council published a very interesting report on commercial marketing; the report is the result of research carried out by the Arthur D. Little Company. As a programmer, once I learn of commercial marketing efforts in a given country or area, such as reported by Little, I want to see the materials that are used in support of the commercial activity. Present information services cannot make this information available.

C. Assisting Educational Activities.

If I ask you to assist me with formal education, in-school activity, your present services would be very adequate. I am certain that you would be able to provide me with material about population education programs, about curricula development, and probably with actual teaching materials. This is an area that library and information services have been concerned with for a long time. It is an area very compatible with your own area of work.

In education, difficulty will begin when we try and work in the non-formal areas. For example, you will be able to provide me with a wealth of information about clinic education activities in terms of reports and research finding. However, if I want to see teaching materials or client-related materials used in clinics, then your present services will not be helpful. Again, other than the box in the corner, you probably will not be able to make available examples of teaching and client materials. This would be true for clinic education, and it would be even more true for community and extension education.

I have detailed the various approaches to family planning audiences in order to point out where present library/information services are adequate and not adequate. If I need reports, research results, or materials associated with university activity, then I know you can assist me. If I need program materials -- mass media, training, or client related -- then your present systems are either non-existent or inadequate. Library/information services can further assist program personnel by developing a system which permits program materials to be located and compared.

DEVELOPMENT OF FAMILY AND POPULATION PLANNING COMMUNICATIONS MATERIAL

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Introduction

All through the world, including Europe and the USA, the family planning and population communication practitioners as well as family planning program managers and researchers depend a great deal on external contact and support in their endeavor to provide their audiences with appropriate family planning guidance and services. Such supports and contacts can now be had from a few institutions all around the world -- the best located in universities in the USA -- but also in Germany (at the University Library in Kiel), in India (Bombay Library of the Family Planning Institute), and England (at the International Planned Parenthood Federation). These are fairly unknown and could play a far more important role in the development process if channels for dissemination were opened up and worked out in a systematic way.

Phase I

First, therefore, the very existence of these institutions must be made better known throughout the world so that everyone in need of family planning information can arrange his own channels and use of these sources.

Phase II

Then, hopefully, the added demand and use resulting from this new knowledge of these institutions (libraries and information centers) will justify the cost of opening up effective and far-reaching channels of dissemination and a collection of commication materials so that a flow of up-to-date family planning communication materials, research, and other relevant communications findings can then be directed to interested family planning communications personnel who are directly or indirectly engaged in, for instance, development of communications material.

Who would use information on family planning for development of communications material?

A list of persons or categories of persons who are professionally interested in the development of their societies and, consequently, have a need for information and news and views regarding family and population planning communications would include the following:

I. Persons directly involved in family planning communication work.

II. Persons directly involved in family planning work other than communication.

III. Persons indirectly involved or interested in family and population planning problems and solutions.

I. Personnel directly involved in the development of communications material -- family planning communication practitioners.

In a well-organized family planning institution, there is a service which is concerned with the communication aspect of family and population planning. This service is or should be managed by a specialist in internal and external communication. In other words, the specialist should have had training in interpersonal, group, and mass communication. He and his organization, in order to be effective, should be able to create, produce, and disseminate (diffuse and distribute) a wide range of materials to his audience.

From a production point of view, the most important of these communications would be: 1) primary communications, aiming at changing existing family values and societal norms; and 2) secondary communications, aimed at informing clients about the existence of services, etc.

Primary communications are concerned with legitimizing, promoting discussion and credibility, motivating, and are geared to a long-term program making maximum use of the principles of the psychology of attitude change and persuasion.

Secondary communications are focused on short-term programs which tell the public when and where there are services available and give information about contraceptive methods and technology. These kinds of communications will also try to neutralize rumors and correct misinformation.

The very basic approach for family planning -- and the first step -- is to care for the health of the mother and her first-born child; that is, not to supply them with contraceptives first. One of the most important determining factors in a couple's decision about family size seems to be the survival of the first child, and family planning communication should do its utmost to advise and persuade couples to take adequate preventive steps to this effect. The second step would be to bring in birth control measures for clients who so desired.

Production and diffusion of primary and secondary communication messages can only be accomplished by a team of family planning communication practitioners working together. Ideally, the set-up would be organized to plan, produce, diffuse, test, and evaluate the work.

A. The family planning communications service manager.

The leader or manager of a family planning communication service is a specialist in organization, leadership, planning, production, and control. He has thorough understanding and a feel for the creative,

production, and diffusion activities for which he is responsible. He must organize the communication service, plan the day-to-day work program, and diffuse the information utilizing all available channels.

B. Family planning communication research and topic experts.

The specialists referred to above who participate in the production process would also need to be kept abreast of findings and new thoughts in their fields. It is perfectly possible that one family planning library could specialize in the collection of material related to communications research, another in population education, a third in contraceptive developments, and a fourth in sex education, etc., and they would supply the others with microfiches and reference information.

It may seem a utopian set-up, but it would be nice if we could select a number of "world experts" who then could keep in contact with the pertinent specializing library, each supplying it with news and views from his or her field.

C. Writers, editors, scriptwriters, copywriters.

One of the key roles in the development of communication material is played by the writer and by the visualizer.

Based on information and contacts resulting from the first production "think tank" meeting and the developed "work memo," the manuscript phase is the most intriguing of the creative processes. Here, insight into all the communication factors is fused, molded, and reassembled so that new ideas can be expressed in words, formulae, and diagrams -- formulated and pinned down with language, pictures, and symbols directed toward a predetermined audience.

In the field of sociology, and in social psychology in particular, new findings are shedding new light on communication processes and aspects such as: the problems of perception, recognition, or interpretation of messages; studies of verbal or visual memory; of effects of environment upon the recipient; and all those aspects which seem to distinguish one communications event; peoples and speakers' accent; their past experiences, their present state of mind, the future consequences of interpreting the message, knowledge of each other, and many other factors.

The writer certainly has been trained to take these factors into account, but in his creative search for ideas he has to refresh his thoughts along these lines. Furthermore, he has to study the work of other writers. To derive inspiration through such study, however, can be limiting if too few samples are available.

It is difficult to suggest a way in which a writer could have direct access to all types of information, except through a very extensive use of cross-references, with the exception of already-produced printed, "filmed," or taped family planning communication material offered as "sample collections."

The variety of printed material could perhaps be made available as follows:

x. Printed material

- x.0 books (see book classification list)
- x.1 booklets -- sample collection (see also contraceptive information, population education, sex education)
- x.2 brochures -- sample collection (")
- x.3 folders -- sample collection (")
- x.4 leaflets -- sample collection (")

y. Films: 35mm

- y.1 16mm collection
- y.2 Super 8mm collection
- y.3 Super 8mm loop collection

z. Filmstrips: training
field education
publicity

v. Slides: training
field education
publicity

w. Tapes: training
field education
publicity

xx. Video tapes: training
field education
publicity
family planning

D. Visualizers.

If research indicates that audiences have a preference for certain colors (color being of prime importance in attracting their attention) or that certain designs are more easily understood than others, then visualizers -- be they artists, still photographers, film cameramen -- must be given this information so that they can do a better job.

Visualizers, in their day-to-day work of making cover pages, illustrations, diagrams, and charts, are constantly searching for new ideas regarding techniques, methods, and equipment.

Other visualizers concerned with photographic processes and video tapes are also on the lookout for new ideas which will enable them to do a better job.

E. "Re-production" personnel.

Speedy and accurate multiplying of originals into printed copies, exhibits, photographs, and films can all be done within the family planning communication service -- perhaps with the exception of movie film.

F. Dissemination (diffusion and distribution).

The complicated and costly affair of effectively disseminating family planning information brings us back to: 1) what field workers say to persuade the potential clients, 2) how many people they can reach, and 3) what other communication material they can use or can be used in the endeavor to reach people.

G. Communication research and evaluation.

A communication is not complete before the sender gets feedback proving that the "message" has been received and understood. If the communication was understood but did not have the intended effect (change of behavior) within a projected period of time, the causes for this effect must be carefully analyzed. The analyses will indicate new approaches and diffusion models to be tried.

There are, however, few -- if any -- communication research units in operation today; available researchers are mostly working in the field of demography. Communication managers will therefore have to play a more active role to get their feedback in time for their campaign preparation and media work.

II. Persons directly engaged in family planning work other than communication.

The director of a family planning organization -- as well as the top national leaders who have engaged themselves actively in the family planning aspect of national development -- needs continuous information to use the country's resources effectively and to determine the role of family planning communication and communication services in the program.

The director of a family planning organization is the administrator and leader responsible for the overall results. His understanding of the role of communication is crucial to the program. Yet, since few administrators have this understanding, directed information seems to be necessary.

There are reasons to believe that documents relating to good management and effective organization can be of great value. In particular, such documents are helpful when they describe what a good family planning organization looks like, how communication plays an important role, what it incorporates and considers to be within the scope of its activities.

Clinical services and communication (internal and external) are not the only wheels on the "family planning car." Research and training elements complete the set needed to move on with the work and get the cooperation that is so essential to the common organizational goal.

In short, the family planning administrator is in constant need of reports and findings to guide him so that he can get it all together and run it effectively. For example, some subjects would include:

1. Internal communication
2. External communication (information and education)
3. Communication research
4. Training for better communication

In conclusion, a good administrator realizes that the effectiveness of his total organization vis-à-vis his clients is virtually decided upon when: 1) the resources and personnel for communication are established in combination with 2) contraceptive and preventative services.

Resources and personnel for communication are allotted only if there is sufficient information on the pre-planning and planning level on which leaders-administrators can base justification of expenditures.

III. Persons indirectly involved or interested in family and population planning, its problems, and solutions.

Citizens who have been elected or selected to lead a nation on its march toward prosperity and development will, sooner or later, be involved in matters pertaining to population, health, national resources, and pollution. They necessarily have to refer to these problems in their speeches, writings, and discussions; in other words, they often have to develop population planning and family planning messages and have, therefore, a constant need for up-to-date information.

Summary

The need for information about family planning communication -- its use, production, its effect and cost -- is strongly felt among family planning administrators all over the world. Only penetrating answers to these questions will bring a family planning communications practitioner into a family planning organization with enough resources to do the job.

Family planning communications practitioners may have some of the answers to the above questions, but they have a need to keep abreast with developments and, of course, to look constantly for new information related to the development of material, further knowledge of change processes, diffusion models, and recent research.

As the development of good communication material depends upon a wide range of up-to-date surveys pertaining to audience and demographic data, the family planning communications practitioner will turn to available research findings, or contact knowledgeable researchers in the communications field.

When production has reached the stage of pre-testing, such help is required and can be given quickly by researchers who have access to this kind of information.

During and after the period of diffusion, there is a need for feedback and evaluation. The responsible researcher will be greatly helped by other researchers' findings, experiences, and methods of study. They, in turn, have a need for continuous information in this field.

INTERNATIONAL FAMILY PLANNING PROGRAMS

K. Kanagaratnam, Director
Population Projects Department
International Bank for Reconstruction and Development

This paper describes the Bank's efforts to help member countries reduce population growth rates and sets out its future program of activity in the field, as now envisaged.

Introduction

The purpose of economic development is to make possible higher living standards for individual men, women, and children. A rising standard of living means a growing ability to afford both the material and non-material benefits which a modernized economy makes possible. For most people in most countries, however, the first requirements are more and better food, improved access to education and health care, and more opportunity for gainful employment.

The problems created by the large numbers and high growth rates of population concern both the world as a whole and individual countries. Both more and less developed countries confront such universal questions as the ultimate size of population the world can sustain and the rate at which the limit will be approached. The earth can undoubtably support substantially more than the 3.6 billion people now living on it. But there is great doubt about its ability to sustain unlimited numbers at decent standards of living, which a majority do not have even now.

The World Bank's concern, however, is not with ultimate numbers, but with the developmental impact of population growth. Development does not mean more people, but higher living standards and greater welfare for however many there may be. The Bank entered the field chiefly because it became convinced that the attempt to raise living standards in a great many developing countries was being seriously undermined, if not thwarted. The Bank has no fixed ideas as to how large the population of individual countries ought to be. But it is convinced that in the great majority of developing countries, the faster the rate of population growth, the slower will be the improvement of living standards. Within the last few years, the governments of more than 26 countries have indicated that they share this belief by adopting official policies to slow their population growth.

There is another important reason for the Bank's entry into the population field. It concerns human welfare, and particularly health. There is strong evidence that where children have been well spaced, both they and their mothers enjoy better health and experience lower mortality rates. It does not follow, of course, that parents will necessarily choose to space their children or to have fewer of them, if given the chance to do so.

Many governments feel, however, that people should be given the choice, if it is possible to bring it to them, and the Bank is prepared to help them do so. Experience suggests that if couples are given this

voluntary choice their own family-size decisions will tend to slow the rate of population growth. Yet no one can predict whether the general response will develop strongly or quickly enough to give governments substantial help in attaining their development objectives.

The Demographic Situation

It took more than 1,800 years for the world's population to increase from 210 million to one billion. The second billion required about a century and a quarter, and the third only 30 years. It is now taking only 15 years to add the fourth billion. If present growth rates were to continue, the current population of more than 3.6 billion would double in 35 years, and by the end of this century it would be increasing at the rate of a billion about every 8 years.

In the mid-1960's, about two-thirds of total annual investment in a sample of 22 developing countries was required to maintain per capita income at a constant level, leaving only about a third to raise living standards. The corresponding figures for a representative sample of 19 developed countries were one quarter and three quarters. It is clear that present rates of population growth in developing countries are penalizing the hundreds of millions who live on the margin of subsistence. If developing countries are to achieve sustained social and economic development, population growth must be reduced.

The high rates of population growth in most developing countries result from their traditional high birth rates and declining mortality rates. Improved health services and medical technology will cause further mortality declines, which will require fertility rates to be reduced from present levels simply to avoid further increase in population growth rate.

Economic Effects

Rapid population growth is a comparatively recent phenomenon. It has accompanied economic development, and it is clear that the possibility for more people to live longer and fuller lives has been one of development's more important results. Past history, however, is a misleading guide to action, because the present situation does not offer a comparable possibility. As noted above, new forces are producing unprecedentedly high rates of population growth, while special circumstances which gave peculiar impetus to economic growth in the earlier period do not prevail.

The most certain, immediate, and measurable benefit of slowing population growth is the increase in per capita income. The immediate impact of falling fertility is a decline in average family size, reflected throughout society in a smaller dependency ratio. The higher per capita incomes permit higher savings which could finance higher levels of capital accumulation, both physical and human.

The effects of the decline in fertility will be felt in the labor market, which will have fewer entrants approximately 15 to 20 years later. Problems of unemployment and inequality in the distribution of income will always be eased by reductions in fertility. Continuing high fertility results in large numbers of young people entering the labor force each year. Employment opportunities have to expand fast enough to absorb them. At high rates of growth of population, where the numbers involved may be doubling every 25 years, the absorption problem is severe.

The longer term cumulative economic effects of lowering population growth rates are clearly profound, although it is difficult to isolate them from those of other economic forces.

Much of the concern about current population growth stems from anxiety about its implication for the future size of population, whether in the world or in a particular country, in relation to the availability of natural resources. The growth of population, however, accounts for only about half the growing annual drain on the world's resources. The other half, or more, arises from the growth of per capita incomes.

Family Planning Efforts

While efforts to reduce population growth rates are still dwarfed by the magnitude of the problem, there has been a notable -- even dramatic-- increase over the last decade in both public and governmental interest, concern, and action. In 1960, only three countries had official policies designed to slow the rate of population growth; by 1971, 26 countries, with more than two thirds of the population of developing areas, had announced such policies or started official programs; and some 24 others, with 12% of the developing world's population, supported private family planning programs without announcing official policies.

About 20 million women in 18 countries with programs, or 10% of the married women of reproductive age in those countries, have become "acceptors" during the last five years, the average period the programs have been in effect.

An examination of these targets will show that a number of the programs which began five or more years ago, after declines in fertility for a few years, appear now to have reached an annual

peak of acceptors; the number of new acceptors seems to have stabilized, which the decline of the birth rate appears to have slowed down or even to have been reversed. The long-established programs in the Republic of China, Hong Kong, Republic of Korea, and Singapore are in this situation.

In a number of countries -- India, Malaysia, Pakistan, and Tunisia among others -- programs have been in operation for five or more years and a substantial operational infrastructure has been built up; however, performance has been uneven, and there has not yet been a significant or demonstrable impact on their fertility rates. But even in the case of the more successful programs, it is clear that more effective education and motivation efforts and more and better family planning services could increase significantly the proportion of women practicing family planning, with consequently lower fertility levels.

Other countries are just beginning their programs, and the number of acceptors is still increasing. These newer programs include those in Ghana, Indonesia, Iran, Philippines, and Thailand.

In addition, many countries are moving gradually from limited voluntary efforts in urban centers to a larger scale of services but without any national population policy, although government health facilities offer family planning services.

Constraints on Family Planning

There is considerable uneveness in the strength of commitments to population control in developing countries, ranging from mere pronouncements to firm policies and programs with varying degrees of budgetary support. This may reflect in part some of the difficulties which have limited the effectiveness of many family planning programs.

Politically, there is sometimes concern that support of population programs may be a liability, especially since the results of any program will not be immediately demonstrable, but unfavorable misconceptions may be widespread.

Cultural and religious objections to family planning are still serious.

Various administrative and organizational difficulties commonly beset governments in launching new programs.

The difficulty is increased when services must be carried to a widely dispersed, and often illiterate, rural population.

Although contraceptive technology has made considerable progress in the last 15 years, so far there is no perfect contraceptive.

Program Costs

Financial expenditures on family planning programs have been modest in relation to national budgets. In many cases, even when a population policy exists, program expenditure is too little in relation to the need.

In a staff study, the United Nations Fund for Population Activities (UNFPA) has estimated that it would be necessary for developing countries, if they were to carry out reasonably complete family planning programs on a broad national basis, to spend approximately 65 U.S. cents per capita per year. This figure increases to 1 dollar per capita if the costs of educational, motivational, and system evaluation activities are included. These amounts are not small when translated into the proportions of national budgets; they would represent, e.g., somewhere around 5%. Five percent is a much lower proportion than most governments normally spend on education (15% to 30%) or on national security. But it is about the proportion of total Ministry of Health expenditures in many low income countries.

The Potential for Family Planning

How successful can family planning efforts be in reducing fertility over the next generation? No one knows. Not enough experience to serve as a guide has been accumulated in existing programs, most of which began only four or five years ago.

There does appear to be a correlation between a national program's supply capacity (i.e., the number of service facilities) and the number of women who make use of the program.

Everywhere there are constraints to program expansion because of the already heavy demands on the medical services, inadequate numbers of trained personnel at all levels, inadequate and insufficient physical facilities, etc.

As to long-term demand for family planning services, three kinds of evidence suggest that it exists or can be developed.

1. Various knowledge, attitude, and practice (KAP) surveys indicate that most couples in developing countries want fewer children than they now have. The average number of children that a family "desires" is between 4 and 4.5, compared to actual family size of 5 to 5.7.

2. The appallingly high incidence of illegal abortions in many countries, particularly in Latin America, clearly indicates an unmet need for family planning services.

3. The most successful family planning programs to date -- in the Republic of China, Hong Kong, Republic of Korea, and Singapore -- have been conducted in countries where social pressures and the level of socio-economic development had already led to some decline in fertility.

The Bank's Program and Approach

Beginning with FY 1972, Bank Group operations will focus increasingly on the larger countries where a downward shift in fertility rates would be most significant. For planning purposes, it is assumed that roughly half the 20 projects forseen over the period 1972-76 will involve commitments of between $5 million and $10 million, while half the remainder will be above and half below that range.

The Bank's strategy in the five-year period will be to establish the usefulness of its project approach in dealing with about 25 family planning programs, including as many as possible in countries with large populations. At the time of drafting this paper, for example, projects in India and Indonesia were nearing the final stage of consideration, and a number of others involving major population groups were already well advanced.

Often, in fact, the greatest need and the Bank's most useful contribution is not finance, although this can be critically important, but technical assistance in any or all of its many forms.

One of these is education, in the most strategic sense. In many countries the general implications of population growth in terms of development may be known by the professional and political elite, but understanding may not be sufficiently widespread to support decisive policies or action. In these cases, the Bank can often help governments through its capacity for fact-finding and analysis. One medium for this is the Bank's regular economic reports on borrowing countries.

Far more detailed knowledge of the demographic situation and of population problems, policies, and programs in specific countries is provided by the Bank's sector mission. As of January 1, 1972, population missions had been sent to Colombia, Egypt, India, Indonesia, Jamaica, Malaysia, Mauritius, Trinidad and Tobago, and Tunisia. Missions to Ghana and the Philippines were planned during the remainder of FY 1972.

The Bank, of course, is not equipped with either the staff or the expertise required to provide assistance in all such areas directly. A number of these matters are the primary responsibility of other agencies in the United Nations system. In some specific fields, the principal reservoir of competence and experience may be found in other international institutions, bilateral agencies, or private organizations. The Bank maintains close working relations with all these sources of expert assistance, and can often play an important coordinating and catalytic role, with or without financial involvement.

The relative emphasis to be placed on fact-finding and analysis, on the one hand, and institution building, on the other, will vary from country to country, depending upon the government's attitude toward population planning. The first role is likely to be dominant in countries which are hospitable or permissive with respect to family planning activity but which have no official programs; institution building will play a larger role in countries which have adopted population policies or programs and which welcome the Bank's assistance.

Population programs typically embrace much more than the provision of family planning service. In addition, they may include information and educational activities, research on the determinants of fertility and family-size decisions, adjustments in the social and welfare legislation affecting the age of marriage or the size of families, the improvement of vital statistics, and training in demography, nutrition, and related activities. Nevertheless, the core of population projects is the provision of effective family planning services, including not only supply-oriented activities but also demand-oriented activities designed to motivate and recruit acceptors.

REPORT OF THE WORKSHOP SESSIONS

GIVEN AT THE FIFTH APLIC CONFERENCE

MAY 4-5, 1972

Material Distributed to Participants During Conference Registration

DESCRIPTION OF WORKSHOP SESSIONS

THURSDAY, MAY 4, 1972

2:45-5:00 p.m. - INFORMATION RETRIEVAL USING LIBRARY METHODS
Blanche Horowitz, Planned Parenthood-World Population

The workshop will review and discuss the use of classifying, indexing, and cataloging as tools for identifying and retrieving book and non-book materials in family planning subjects. Specific, individual problems will be taken up as time permits.

- POPULATION INFORMATION SERVICES: OPERATIONAL PROBLEMS
David Radel, Inventory Analysis Project, East-West Communication Institute, Hawaii

The Institute is building a resource of knowledge in the use of communication in development programs, including population, in the form of an extensive documentation collection and information service. The design of the Institute program will be discussed and suggestions welcomed on how the program can be modified to meet librarian's needs.

- INTERNATIONAL DIRECTORY AND OVERVIEW: A JOURNAL FOR POPULATION LIBRARIANS
Cathie Fogle and Anne Cotterill, Technical Information Service, Carolina Population Center

This workshop on the International Directory and Overview will offer participants a chance to contribute directly to the development of an international communications network among population librarians and information specialists, to improve communications and pave the way for greater international exchange of population information. The International Directory identifies data on the information resources of organizations known to have teaching, research, and/or service interests in the field of population/family planning. Overview is designed to provide the working librarian with a forum for questions and discussion on the role and activities of population librarians and information officers, as well as act as a clearinghouse for direct questions, bibliographic requests, and assistance. This workshop will be your opportunity to raise questions and offer suggestions on how these publications may better serve the needs of the international population information community.

THURSDAY, MAY 4, 1972

2:45-5:00 p.m.- CONSTRUCTION OF AN HIERARCHICAL INDEXING VOCABULARY FOR POPULATION/FAMILY PLANNING LITERATURE
Norman Shumway, National Library of Medicine, and Kathryn Speert, International Institute for the Study of Human Reproduction, Columbia University.

The workshop will discuss the construction of a thesaurus in the family planning field using the format of the National Library of Medicine's Subject Headings (MeSH) as a model.

FRIDAY, MAY 5, 1972

1:00-3:00 p.m.- COMPUTER USAGE IN LIBRARY AND INFORMATION RETRIEVAL SERVICES
Dan Joldersma, Center for Population Planning, University of Michigan, and
Sally Mulligan, Family Planning Evaluation Activity, Center for Disease Control

In this session, experience will be discussed regarding library usage of computer services for such things as the card catalogue, and computer usage for the retrieval of specific information from a large collection of material.

- A NEW DIMENSION FOR THE POPULATION/FAMILY PLANNING LIBRARY: POPULATION EDUCATION
Frances Jacobson, Population Reference Bureau

This workshop will present a national and international review of the status of population education, identifying extensive student and teacher bibliographies from a variety of sources, and offer suggestions for fundable library/information projects which both APLIC and other organizations could undertake in view of federal funds now available for population education. Participants are urged to come prepared to exchange experiences in this area.

- INTRODUCTION TO THE CAROLINA POPULATION CENTER LIBRARY
Patricia Shipman, Librarian, Carolina Population Center

Visitors can acquaint themselves with the local and international facilities and services of the Library, and how it is being used as a testing ground for a number of research projects of the Technical Information

FRIDAY, MAY 5, 1972

1:00-3:00 p.m. (continued)	Service, including an experimental automation project involving the conversion of the Library's card catalog to machine-readable form, and the application to new Library acquisitions of descriptors drawn from a thesaurus being constructed. The Library's computerized book catalog supplements will be available to give a good idea of what has been achieved to date, and the potential capabilities of such an automated system.

Report of Workshop Session on

INFORMATION RETRIEVAL USING LIBRARY METHODS

Blanche Horowitz
Director of Library Services
Katharine Dexter McCormick Library
Planned Parenthood-World Population

Modern information science has given us new means of information retrieval by automated and computered systems. However, worthy as those new systems are, there still remain many situations where traditional library methods are not only suitable, but indeed the best possible system to use in that particular set of circumstances. The small library with a small budget immediately comes to mind. This workshop reviewed the traditional library methods with particular reference to their use in the Katharine Dexter McCormick Library, a moderate-size library, whose main subject is family planning; whose collection comprises 2,000 books, 150 scientific periodicals, and 50,000 articles and other non-book materials; and whose usership is over 3,000. The following is a summary of the presentation and discussion during the workshop.

The classical library system of storing information is classification, a way of grouping materials into subjects, then regrouping related subjects under the umbrella of a larger subject-category for the purpose of bringing together all those materials that "logically" belong together.

The information one stores in this classification can be a fact, a statistic, a title, author, or an entire subject. To retrieve the information from its storehouse (classification), the following steps must be taken:

1. Identify the exact subject of the search. The subject can be a specific author, a specific title, or a topic.

2. Use the proper guide to locate the subject:
   author catalog for author
   title catalog for title
   subject catalog for subject

3. Locate the actual documents, whether books on the shelves, or articles, pamphlets, etc. in the vertical files.

4. Locate the required information (fact, statistic, title, author, or subject) in those books or documents.

In addition to the author, title, and subject catalogs, the Katharine Dexter McCormick Library Family Planning Classification provides a subject index, which is another traditional library guide, especially useful in a multidisciplinary field like family planning. A subject index refers the searcher to related subjects in the classification, where other useful documents and information may be found.

To illustrate: in the Katharine Dexter McCormick Library's Family Planning Classification Index, the subject ATTITUDES (about family planning) appears as follows:

ATTITUDES	
see KAP Research	3.61 (materials drawn from the behavioral and social sciences)
Black Community	3.31.1 (drawn from the social sciences)
Emotional, psychological, and psychiatric aspects	
	3.14 (drawn from the medical and biological sciences, as well as from the social sciences)
Religions and birth control	6.

As can be seen, any searcher interested in one of these subjects may conceivably be interested in one or more of the others listed under ATTITUDES.

However if, in addition to an Index of subjects, a subject catalog is also provided, then the subject of ATTITUDES might be handled in the following way:

ATTITUDES on abortion
ATTITUDES, Black Community
ATTITUDES, Catholic
ATTITUDES, College students
ATTITUDES, emotional, psychological, psychiatric
ATTITUDES, Jewish
ATTITUDES, Knowledge Attitudes Practice (KAP) studies
ATTITUDES, Male
ATTITUDES, Moslem (Muslim)
ATTITUDES, Nurses
ATTITUDES, Physicians
ATTITUDES, Polls (Gallup, Harris, etc.)
ATTITUDES, Protestant
ATTITUDES on Sex, sex education, etc.
ATTITUDES on Sterilization
ATTITUDES, Teenagers

Cards for all items in the Library's collection, both book and non-book, are to be found for each one of these subjects, no matter what part of the classification it is stored in, whether 3.61, 3.31.1, 3.14, or 6.

Thus, by means of these classical library systems, a trustworthy method of retrieving information is achieved. One word of warning: a subject catalog is difficult to construct and maintain. It requires time and care to work out in a consistent scheme and should not be attempted unless these are available on a long-term basis.

However, good retrieval can be attained without a subject catalog, especially in a small library with a small collection. Subject entry is gained to both the book and vertical file materials by classification. Then, if an author catalog is kept of the book and vertical file materials, further accessibility is achieved through the author, while for the book collection, a title catalog will achieve further accessibility through the title. (Title catalog is not recommended for vertical file collection.)

After this general discussion, there were questions about: whether to keep old materials and how long (Yes; for archives and classics, forever; topical materials for 1, 2, or 3-5 years); the relationship between subject catalogs and subject bibliographies (catalogs refer to the library's holdings, while bibliographies refer to the entire subject, wherever the materials may be); the use of the Dewey Decimal or Library of Congress classifications in specialized libraries (not advised); in university libraries (may be a necessity); the use of Library of Congress cards (yes, when available, but they must be modified); and many others like these of a practical nature.

This workshop was of the opinion that an exchange of experiences, such as took place at this session, is of invaluable help to all practitioners. It was the consensus of those attending that similar workshops should be repeated at each year's conference.

Report of Workshop Session on

CONSTRUCTION OF AN HIERARCHICAL INDEXING VOCABULARY FOR POPULATION/FAMILY PLANNING LITERATURE

Norman Shumway, M.D.
Chief, Medical Subject Headings
National Library of Medicine

Kathryn Speert, Librarian
International Institute for
the Study of Human Reproduction
Columbia University

The workshop opened with a history of the development and use of the National Library of Medicine's Medical Subject Headings (MeSH). Since we are a long way from using natural language for indexing and retrieval of information, a controlled vocabulary is needed for these activities. MeSH is a subject-oriented vocabulary consisting both of an alphabetical listing and one which shows word relationships: a hierarchy. The historical basis of this development was demonstrated through a series of transparencies.

Another group of illustrations showed how subject headings could appear in more than one part of the tree structure. This occurs when such a heading is related, in concept, to more than one group of meanings. For instance, various specific oral contraceptives can belong under the heading, "Contraceptives, oral," and also belong under "Progestational hormones."

Finally there was a group of transparencies which illustrated the manner of fitting new, and often more specific, subject headings into the existing MeSH tree structure. When such an effort is expended on a section of medical and related subject matter, and a small vocabulary of terms is fitted into the larger thesaurus of MeSH, a microthesaurus is developed.

In the field of family planning, more specifically the area of family planning program development and evaluation, such an effort has resulted in a microthesaurus being developed at Columbia University. There were illustrations of the alphabetical listing and the hierarchical display showing how each new term can fit into one or more spots in MeSH. These indexing terms, also called descriptors, were introduced as needed from actual indexing of documents. At the information center of the Division for Program Development and Evaluation, International Institute for the Study of Human Reproduction, a core of material is being gathered and indexed in depth, that is, in detail and quite specifically. It is in the course of

this indexing that the need for more terms than those available in MeSH becomes apparent. If a descriptor is needed, its wording is determined by current usage, it is added to the alphabetical list of all subject headings being used, and it is also fitted in the proper slot (or slots) in the tree structure.

The core documents at the Institute's information center are arranged in file drawers, numerically by accession number. Each document is indexed, and the terms are listed on its catalog card in the numerically arranged catalog file; these descriptors forming a mini-abstract. Another file is maintained of cards on each of which appears one descriptor and the number of each document dealing with that subject. Library searches can then be conducted through the subject approach.

To conduct a literature search the first step consists of consulting the thesaurus to discover which descriptors are available to describe the information being sought. Both the alphabetical list and the hierarchical display need to be consulted so that all possible ramifications of the subject are retrieved. It is for this that all the work that went before is essential, and it is for this type of information retrieval that a hierarchical type of indexing vocabulary must be constructed.

Explanation of Tables

Table I

A portion of the alphabetical listing of the microthesaurus being developed at Columbia University. In the alphabetical listing cross references (USE and USED FOR), definitions, broader or more general terms (BT), narrower or more specific terms (NT), and some subheadings are shown (the last by a dash, such as -Acceptors, new).

Table II

A portion of the microthesaurus showing the word relationships. In indexing the most specific descriptor must always be used. Therefore if a search were being conducted on female sterilization, three descriptor cards might be consulted: Sterilization, Female; Hysterectomy; Tubal Ligation. However, since hysterectomy is not commonly resorted to for this purpose, Sterilization, Female and Tubal Ligation would be sufficient for the majority of these searches.

Table III

The way the National Library of Medicine's (NLM) code numbers would appear if applied to the microthesaurus. These numbers are necessary in NLM's computer information retrieval program (MEDLARS), but for the small library developing a manual system a number code is not necessary for indexing documents. These numbers, however, could be used in a classification scheme.

TABLE I

Conception Control
  USE Contraception
Conception Probability
  USE Fecundability
Condoms
 Definition: a Sheath or Cover for the Penis for Use
   in the Prevention of Conception
 BT Contraceptive Devices
 BT Contraceptives, Conventional
Conferences and Congresses (Type of Document)
 Definition: Report of Proceedings
Conformity, Social
  USE Social Conformity
Congresses
  USE Conferences and Congresses (Type of Document)
Contacting Clients
 BT Community Health Services
 BT Maternal Health Services
Continuation, Contraception
  USE Contraception Continuation
Continuation, IUD
  USE IUD Retention
Continuation Rate, Contraception
  USE Contraception Continuation Rate
Continuation Rate, IUD
  USE IUD Retention Rate
Contraception
 Definition: All Methods Used to Control Conception
 BT Birth Control
 NT Behavioral Methods of Contraception
 NT Contraceptive Agents
 NT Contraception Devices
 NT Contraceptives, Conventional
 NT Perfect Contraceptives
 NT Sterilization, Sexual
 RT Family Planning
 USED FOR Conception Control
 USED FOR Fertility Control
 - Acceptors, New
   USED FOR Contraception Initiated
 - Evaluation
   USED FOR Contraceptive Effectiveness
Contraception, Behavioral Methods of
  USE Behavioral Methods of Contraception
Contraception Continuation
 BT Family Planning Surveys
 NT Contraception Continuation Rate
Contraception Continuation Rate
 BT Contraception Continuation
Contraception Dropout Rate
 Definition: Percentage Failure to Return After First,
 or Subsequent, Visits

TABLE II

Hierarchical Listing

Personal Health Services
- After Care
- Child Health Services
- Community Health Services
  - Clinic Sessions
  - Contacting Clients
- Family Planning
  - Birth Control
    - Contraception
      - Behavioral Methods of Contraception
        - Abstinence
        - Coitus Interruptus
        - Rhythm Method
      - Contraceptive Agents
        - Contraceptives, Injectable
        - Contraceptives, Oral
        - Foams
      - Contraceptive Devices
        - Condoms
        - Diaphragms
        - Foams
        - IUDs
      - Contraceptives, Conventional
        - Condoms
        - Diaphragms
        - Foams
      - Perfect Contraceptives
      - Sterilization, Sexual
        - Sterilization, Female
          - Hysterectomy
          - Tubal Ligation
        - Sterilization, Male
          - Vasectomy
  - Future Birth Control
  - Post Conception Birth Control
    - Abortion, Induced
      - Abortion, Illegal
      - Abortion, Legal
        - Abortion, Therapeutic
    - Antinatal Drugs
      - Prostaglandins

[Tree structure here represented is not complete.]

TABLE III

TREE

PERSONAL HEALTH SERVICES	N2.
AFTER CARE	N2.20
COMMUNITY HEALTH SERVICES	N2.40
CLINIC SESSIONS	N2.40.40
CONTACTING CLIENTS	N2.40.60
FAMILY PLANNING	N2.60
BIRTH CONTROL	N2.60.20
CONTRACEPTION	N2.60.20.20
BEHAVIORAL METHODS OF CONTRACEPTION	N2.60.20.20.10
ABSTINENCE	N2.60.20.20.10.10
COITUS INTERRUPTIONS	N2.60.20.20.10.20
RHYTHM METHOD	N2.60.20.20.10.30
CONTRACEPTIVE AGENTS	N2.60.20.20.20
CONTRACEPTIVES, INJECTABLE	N2.60.20.20.20.10
CONTRACEPTIVES, ORAL	N2.60.20.20.20.15
FOAMS	N2.60.20.20.20.40
CONTRACEPTIVE DEVICES	N2.60.20.20.30
CONDOMS	N2.60.20.20.30.10
DIAPHRAGMS	N2.60.20.20.30.20
FOAMS	N2.60.20.20.30.30
INTRAUTERINE DEVICES (IUD)	N2.60.20.20.30.40
CONTRACEPTIVES, CONVENTIONAL	N2.60.20.20.40
CONDOMS	N2.60.20.20.40.10
DIAPHRAGMS	N2.60.20.20.40.20
FOAMS	N2.60.20.20.40.50
PERFECT CONTRACEPTIVES	N2.60.20.20.50
STERILIZATION, SEXUAL	N2.60.20.20.70
STERILIZATION, FEMALE	N2.60.20.20.70.40
HYSTERECTOMY	N2.60.20.20.70.40.20
TUBAL LIGATION	N2.60.20.20.70.40.60
STERILIZATION, MALE	N2.60.20.20.70.50
VASECTOMY	N2.60.20.20.70.50.60
STERILIZATION RATE	N2.60.20.20.70.60
FUTURE BIRTH CONTROL	N2.60.40
POST CONCEPTION BIRTH CONTROL	N2.60.60
ABORTION, INDUCED	N2.60.60.10
ABORTION, ILLEGAL	N2.60.60.10.10
ABORTION, LEGAL	N2.60.60.10.20
ABORTION, THERAPEUTIC	N2.60.60.10.20.40
ANTINATAL DRUGS	N2.60.60.15
PROTAGLANDINS	N2.60.60.15.30
KAP	N2.60.80
ATTITUDE	N2.60.80.10
INCENTIVES	N2.60.80.10.20
COUPONS	N2.60.80.10.20.25
MEN	N2.60.80.10.25
ASSOCIATES	N2.60.80.10.25.10
CLIENTS	N2.60.80.10.25.15
INFLUENTIALS	N2.60.80.10.25.45
STAFF	N2.60.80.10.25.70

Report of Workshop Session on

COMPUTER USAGE IN LIBRARY AND INFORMATION RETRIEVAL SERVICE

Dan Joldersma
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Because of the impact of computers on libraries and information centers and the potential of the computer to greatly improve service in family planning/population libraries and information centers, the leaders of the workshop felt that it was important to acquaint the group with some of the basic vocabulary and concepts of the digital computer. The workshop began with a brief discussion of computer input devices, central processing units, output devices, auxiliary storage units, and the necessary software or programs needed to process data in computers.

Having developed these basic computer concepts, the leaders of the workshop emphasized that the purpose of the workshop was not to concentrate on the mechanical and technical aspects of computers but rather on practical computer applications. It was pointed out that computers are currently being used in basically two ways in libraries and information centers: (1) "housekeeping operations," such as circulation systems, acquisition systems, card catalog production, and (2) as a bibliographic tool. Because of the size of most population libraries and information centers, the group agreed that using the computer for housekeeping operations was prohibitively expensive and impractical for the present.

Sally Mulligan of the Center for Disease Control in Atlanta, Georgia, described the bibliographic information retrieval system which is in operation at CDC. The data base consists of approximately 4,000 articles on the topics of family planning and fertility, with an additional fifty articles added per week. The articles are selected and reviewed by the CDC staff and are coded with up to four keywords selected from a master keyword list. The information on the article is then typed onto the Information Exchange Abstract Card which contains space for the title, major authors, reference, keywords, and an abstract. To request services from the Information Exchange System, staff members complete a request form which asks for a brief statement on the purpose of the inquiry and a keyword search pattern. With this information, the computer searches the data base and prints

out the appropriate bibliography. The user reviews the printout and may request abstracts of the articles in which he is interested. Ms. Mulligan outlined the development of the CDC system from a manual system to a computerized one and recommended that other libraries and information centers begin with manual systems, making sure that the equipment and techniques are compatible for later conversion to a computerized system. There was also some discussion as to the relative merits of using keywords, KWIC and KWOC indices and thesauri. Ms. Mulligan indicated that while the information retrieval system served primarily the CDC staff, they did have limited facilities for serving other organizations and individuals.

Dr. Stanley Helgeson, Associate Director of Science Education for the ERIC Clearinghouse on Science, Mathematics, and Environmental Education, described the ERIC information retrieval system, a system with a highly developed thesaurus of terms relating to the field of education. By using this thesaurus, ERIC indexers can assign up to twenty-five descriptors per document, and information can be retrieved from the data base using one or any combination of these terms. In addition to assigning descriptors to the documents, most of the articles are abstracted. The bibliographic citations with their accompanying descriptors and abstracts are published monthly in RESEARCH IN EDUCATION. Users can receive complete documents in either microfiche copy at $0.65 for up to sixty pages or xerographic copy at $3.29 for up to one hundred pages. The ERIC system was originally designed to identify, acquire, abstract, and distribute fugitive documents relating to the field of education, but later ERIC developed another system to provide bibliographic control for regular copyrighted journals and articles, the CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE). Dr. Helgeson indicated that the ERIC collection contained a number of documents which would be relevant to the field of population/family planning and that his ERIC Clearinghouse will be increasing their efforts in this area in the future.

Several other individuals described their institutions' computer systems which were in the developmental stages. A representative from the IPPF-UNESCO Clearinghouse said that their clearinghouse proposal was limited to audio-visual materials for the present. Ms. Caroline Lucas, from the Carolina Population Center, said that the first stage of their computer project would be the conversion of their card catalog to machine readable form. The second stage would involve improving techniques of handling information while the third stage would involve the extension of these activities on an international level.

The final system which was considered by the workshop was the Demographic Data Directory. Martha Bargar of the U.S. Census Bureau said that the system has been in the planning stages for the past

two years and is nearly operational. The system contains tables of demographic data, census reports and statistics culled from various journals, U.N. Demographic Yearbooks, and other unpublished sources. All of the tables will be assigned descriptors so that demographers, statisticians, and researchers will be able to review a computer printout listing the title of the table, a description of the table, and its source. The system will also contain statistical data on family planning programs around the world. Requests can be submitted to the system by telephone or mail.

There was some discussion at the end of the workshop on the relevance of these computer systems for smaller libraries and information centers. It was noted that in several cases individuals or small organizations could gain access to these information systems for the price of a postage stamp or a telephone call. Finally, it was noted that many of these computerized information retrieval systems were important not only for their relevant subject content to the field of population/family planning, but also for their potential to serve as models or components of a truly international network of clearinghouses which would serve both small and large population libraries and information centers.

POPULATION EDUCATION: A NEW DIMENSION

FOR THE POPULATION/FAMILY PLANNING LIBRARY AND INFORMATION CENTER

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Our purpose here is to briefly survey the status of population education with emphasis on current developments in the U.S., focusing on the role that population/family planning libraries can play as a major bibliographic and information resource to teachers and students, leaving aside for the educators the questions of curriculum development techniques, definitions, emphases, and the whole subject area of sex and family life education.

A meaningful outcome of our discussions here would be the creation of an instrument for the exchange of knowledge on sources and resources in the field, acquisition procedures for the budding and established population education library. The proposed library newsletter* offers such a vehicle. A number of newsletters for both students and teachers are already in being: ERIC Newsletter, SMAC Newsletter, H. S. Popins, East-West Center IEC Newsletter, the forthcoming Teaching Notes on Population, and Population Reference Bureau's new Population Education INTERCHANGE.

The following is a brief chronology of significant events in the field.

Population education is a comparatively new field, both in the U.S. and internationally. Beginning in 1943, it is interesting to note that demographers rather than educators produced the first Unit on the Population of the United States, to respond to a growing fear in the developed nations of a "trend toward population decrease," and its relation to "employment trends, income levels, agricultural outlook, the persistence of poverty in certain regions, international relations, race relations, birth control...regional planning, stranded migrants, marriage, and decisions by individual men and women about the number of children they want to have."[1]

Again in 1962, in a period of accelerating population growth, demographer Philip Hauser charged the U.S. educational establishment with "ignoring...demography in the school curriculum (as) particularly astonishing in view of the fact that the schools themselves have been hard hit by rapid population changes...,"and urged twentieth century school curricula to incorporate twentieth century demographic findings in the context of their twentieth century implications.[2]

It was not until 1964-65 that educators themselves became involved in the creation of materials for population education with the production of a pilot document, "Teaching Population Dynamics," at Columbia University under a grant from The Population Council, which was distributed to 600 social studies leaders. Population education became a topic for discussion in conferences of the National Council for the Social Studies, the National Association of Geography Teachers, and Planned Parenthood-World Population.

*

Overview: A Journal for Population Librarians; published by the Technical Information Service, Carolina Population Center.

Between 1966 and 1970 Harvard University established the Center for Studies in Education and Development, the University of North Carolina evinced an interest in developing population education, Planned Parenthood-World Population conducted a school survey of population education, a "Resource Unit on Population Pressures" was developed by the Baltimore City School System, and Population Reference Bureau published the first of a series of texts, People: An Introduction to the Study of Population, for grades 7-9. Utah State University held the first NSF-sponsored teacher training summer institute for population, while the Universities of Delaware, Michigan, and Western Washington State College became interested in the field.[3]

Nineteen hundred and seventy saw significant developments in the field, perhaps an expansive description for a field in which "The state of the art of so preliminary that not even the state of the art has been '(adequately) surveyed.'"[4] The National Science Teachers Association, the National Council for the Social Studies, and the American Association of Colleges of Teachers of Education held population education sessions at their annual meetings. A national conference of 50 teachers who teach population education employing their own materials was held in Manressa-on-the-Severn, Maryland, under the sponsorship of the Carolina Population Center, Planned Parenthood of Baltimore, and Population Reference Bureau for the express purpose of exchanging experiences and identifying curriculum and classroom needs. The Institute for the Study of Health and Society began work on a teacher's guide entitled, Sourcebook for Teachers on Environment and Population, which appeared the following year. Senator Tydings introduced into Congress S.3990, the Population Education Act, which did not pass, but the Environmental Education Act, defining environmental education as "the educational process dealing with man's relationship with his natural and man-made surroundings, and including the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, and urban and rural planning to the total human environment." The Commission on Population Growth and the American Future was established under Public Law 91-213 to "conduct and sponsor...studies and research and make such recommendations as may be necessary to provide information and education to all levels of government in the United States, and to our people, regarding a broad range of problems associated with population growth and their implications for the American Future."[5]

An abbreviated state-by-state review as of October 1971 on population activities in the U.S. indicates the following:

1. A K-12 sequential, operational population/environment pilot program exists only in the State of Delaware.

2. Population education units are offered in elementary or secondary social science/biology courses in Iowa, Kansas, Maryland, Massachusetts, Minnesota, Nebraska (where a Catholic high school includes a birth control unit in a theology/sociology course for seniors), Virginia, and Wisconsin.

3. In Connecticut, Massachusetts, and Michigan legislation on population education was considered or investigated by government agencies.

4. Summer institutes, workshops, and conferences to train teachers in population education were held in California, Florida, Maryland, New York, Washington, Utah, Ohio, and Wisconsin.

5. In the following states resource materials for teachers/students are already prepared or in process by private groups (including Zero Population Growth and Planned Parenthood-World Population) and university centers, etc.: California, Colorado, Connecticut, Michigan, Minnesota, New York, Vermont, and Washington.

6. Curriculum development programs by State Departments of Education or their assigns are in progress in Hawaii, Indiana, New York, Washington, Wisconsin, and Pennsylvania.[6]

Viederman comments that despite these developments over the past period and the flurry of activities within the last two years, "The situation in American schools is probably little improved over that described by Hauser in 1962."[7]

We cannot leave this assessment without even a cursory comparison of U.S. population education developments with international activities in the field bearing in mind Sloan Wayland's caution that, "Each national education system has its own history, curriculum structure, and interrelationship with national cultural values, and therefore answers to...questions posed (on curriculum content, revision, personnel and financial resources, strategy, etc.) cannot be given on a universal basis."[8]

Noel-David Burleson reports that "prior to January 1969 there were less than 15 nations seriously interested in developing population programs...(and only two years later) a wave of interest has developed and requests for materials have come from persons working in 45 nations." He further projects with "considerable stretching of the intellect and pocketbook we could spend some $45 million on population education in the second development decade and still only have spent a dime per person for the population we can expect to have in 1980."[9]

Viederman in A Worldwide Review of Programs in Process and Planned, pp. 4-6, July 1, 1970 (a document intended for updating periodically, a more recent copy of which, unfortunately, was not available to me) lists population education activities by country and continent as follows:

Africa:	Botswana, Tunisia, and Egypt.
Asia:	Ceylon, Indonesia, Iran, Malaysia, Nepal, Pakistan, Philippines, South Korea, Taiwan, and Turkey. India with a well-developed government population policy, and family planning program has achieved the unique status of having in the Ministry of Education a unit responsible for research and development of population education materials.
Europe:	United Kingdom
North America:	Canada (curriculum flyer of the Department of Demography, University of Montreal, 1970)
Middle America:	Mexico
South America:	Chile, Colombia.

Noel-David Burleson's paper (page 2) prepared for this workshop entitled, "The First Five-Year Plan for Population Education," gives the following list of countries as "confronting a variety of aspects of population education, including population awareness, family living, and reproduction."

> The period from 1966 to 1972 is one of great diversity and generally useful proliferation in population education. Pressures of time commitment to current population education opportunities in Africa prevent me from developing even a hasty recount of population and family planning developments related to education in Morocco, the Sudan, Tunisia, the United Arab Republic, Ghana, Nigeria, Sierra Leone, Kenya, Mauritius, Uganda, Botswana, Swaziland, Israel, Turkey, Ceylon, India, Iran, Nepal, Pakistan, Indonesia, Malaysia, the Philippines, Singapore, Thailand, the Republic of China, Nationalist China, Hong Kong, Japan, the Republic of Korea, Canada, the United States, Costa Rica, El Salvador, Guatemala, Mexico, Nicaragua, Panama, Barbados, Cuba, the Dominican Republic, Jamaica, Puerto Rico, Trinidad and Tobago, Brazil, Colombia, Ecuador, Peru, Venezuela, Argentina, Chile, Uruguay, Denmark, Sweden, the United Kingdom, France, Switzerland, and UNESCO.

Viederman goes on to point out that the following organizations with an international focus are intensifying the scope of their activities and resources in the field of population: UNESCO, Food and Agriculture Organization, World Health Organization, UNICEF, UN's Latin American Demographic Center (CELADE), American Friends Service Committee, the Colombo Plan, the Ford Foundation, International Planned Parenthood Federation, Pathfinder Fund, World Education, and the Population Council. I cite this laundry list by way of indicating the potential for bibliographic resources on international efforts in the development of population education programs available to population/family planning libraries and information centers.

Turning to the options and opportunities for U.S.population/family planning information specialists, let's examine their potential input into the training of teachers, the meeting of curriculum needs, and the supply of resources.

"Teacher training is at a very low level of activity. Only one institution, the UNC offers a graduate degree in population education,(although Harvard, Columbia, and Delaware) admit graduate students to concentrate in population education within other areas of specialization. Much of this effort is, however, directed not to classroom teachers, but rather to program directors and administrators. No university or school of education offers special undergraduate pre-service training specifically concerned with population education, nor is it likely that many schools will institute such courses..."[10]

Population and the American Future, the report of the Commission on Population Growth and the American Future, Part II, page 3, points out that a recent survey of 537 accredited four-year colleges showed that nearly half offered a course in demography or population problems, and only one-fifth of the Catholic schools did so. They conclude therefore, "In reality, only a small fraction of the college population is exposed to formal coursework in demography."

"In-service training...is also quite limited....Summer training opportunities are...very limited. At present at most, 150 "(individual) opportunities are available (nationally) each summer for teacher training in population content and the substance and methods of population education...." [11]

For college teachers, the teachers of teachers, the training opportunities are even more limited. Cornell's International Population Program conducted a summer institute on population and demography in 1971 and plans a repeat for this year.

A similar program was carried out in Florida in 1971. The National Science Foundation will sponsor, for the first time this year, a training program for college faculty members, under the administration of the American Association for the Advancement of Science.

Cornell University plans a pilot newsletter aimed at the teachers of undergraduates on population to inform them of training opportunities, and to evaluate existing new materials.

Viederman suggests that available classroom materials "have not...been created with any specific view toward use in the schools, but have been offered to the schools for whatever use they may be ...(and) are commonly the products of individual school districts, or teachers, or small, special purpose organizations....There is yet little evidence of a population interest among national publishers....A review of high school social studies texts indicated that population material, if included at all, is not given prominence...," [12]

Hazel Hertzberg in "Population in the Newer Social Studies," in Social Education, April 1972, suggests that "The social studies teacher who wishes to include population as a topic for study may turn to the very rich literature which, however, is not specifically geared to the classroom. Since most social studies teachers have not had any formal training in demography, they do not usually have the kind of bases for judgment that they have in more familiar areas."

The charge here to the population/family planning information field by implication is clear. They have a storehouse of reliable resources at their fingertips to fill the background data gap.

In "Population Education as Exploration of Alternatives," in Social Education, April 1972, p. 351, Byron Massialas offers a "springboard approach" for the introduction of provocative discussion under the new social studies method -- a problem-oriented, inquiry/investigative attack, rather than the memorization of a historical chronology. "Springboards," he says, "are ordinarily used in the opening phases of discussion of a topic -- their main function is to get the students involved and to generate relevant hypotheses or position statements. Springboards...can take many forms -- documents, magazine articles, graphs, poems, maps, cartoons, advertisements, newspaper editorials, pictures, musical productions."

This past Sunday's New York Times, p. 62, reported the use of a population pyramid as a "springboard" in a course entitled political behavior -- a social science venture we called "civics" in our day.

Where better than the population/family planning library are there infinite collections of such "springboards"?

Sloan Wayland points out quite succinctly in his paper at the Baguio Conference of the International Planned Parenthood Federation, March 1971, that "Since...family planning personnel have been engaging in education of their own staff members, they have a body of experience and resource materials with which educators ought to be acquainted. In addition, some family planning personnel can serve fruitfully as resource people for education leaders and for teachers at the local level."[13]

In a national survey conducted by the Institute for Health and Society, under contract to Population Reference Bureau (though the sample is admittedly tiny, until information from the ongoing Indiana University study of teacher needs is available, our only barometer) indicates that 64 experienced teachers were involved in population/education through the environmental approach (28), social studies (27), and demography or health(9). This shows us that the field of population education is clearly multidisciplinary.

In a question (58 responses) designed to elicit information on teacher knowledge of available resource materials through their schools, community libraries, and population/ecology organizations, only about half (26) know of materials from schools, 28 of 59 of the respondents "frankly" didn't know of materials available from community libraries. However, slightly more than 75% (45 respondents of an N of 59) knew that resources on population were available from various interest groups and national organizations, with Planned Parenthood-World Population, Zero Population Growth, Population Reference Bureau, Sierra Club, and Conservation Foundation being the five most frequently mentioned.

The need for audio-visual materials -- now in painfully short supply -- was re-enforced in another question of the Institute for Health and Society survey. Out of an extensive list of 206 classroom aids, the overwhelming choice of experienced and inexperienced teachers, (122 items) was for audio-visual materials; 30 items were the expressed needs for books and other printed matter, while only 30 were for books specifically for teachers.[14]

For those libraries contemplating the inauguration of an audio-visual section, an extensive, annotated, and evaluated list appears in "Sources and Resources: Population Education," by Kathryn Horsley in Social Education, April 1972, p. 409. Included as well is an annotated review of teacher resources, private, government, and university organizations in the field of population education, and a select annotated bibliography for students.

A special supplement of the April 30, 1972, issue of the New York Times designed as an instructional aid for a social science unit on world population contains a student bibliography and sources and resources for further information.

Turning to the student, the public's receptivity of curriculum innovation in this area, his need for "population literacy," and his inconsistent attitudes on population and family planning are well documented.

The report of the Commission on Population and American Growth and the American Future, Part II, p. 1, cites a survey in which 6 out of 10 Americans interviewed in 1971 could not guess or did not know, within 50 million, the size of the U.S. population. A sample of 16-21 year olds could only achieve a few more percentage points than the general population. On the world's population, only 16% could guess or knew the fugure within a half billion. Poffenberger, Bachman, and Weiss in their Youth in Transition Study[15] found that despite the fact that 90% of the respondents in a national sample indicated that U.S. population should either decline or stabilize, they professed a desired family size of 2.9, with only 25% espousing increased use of contraception as a possible solution, and the same number being unable to offer any suggestions for curbing population growth. A Population Commission survey on public attitudes on the need for the inclusion of causes and consequences of population growth in school curricula showed that 80% of a national sample favored such curriculum reform.[16]

With 85,000 elementary schools, 31,000 secondary schools with a student enrollment of 50 million taught by 2.1 million teachers in the U.S. in 1969,[17] and less than half of the states having even embryo population education programs, the horizons of the population family planning library are limited only by the availability of financial resources.

Viederman observes that, "In the absence of a federal commitment to population education the private sector will have to play an increasingly large role. They will have to identify and cultivate new sources of funding and plan activities that are likely to achieve the broadest impact given limitations on funding."[18]

The record of the Office of Education in the area of funding for population education has been parsimonious (6% of their grant funds from fiscal 1971 allotments, according to a Friends of the Earth survey). Improved status of the Office of Environmental Education within the Office of Education as a result of Congressional prodding, the creation of an advisory body on grant allotments, and the favorable prospect of an $11.2 million appropriation bode well for the 1973 grant applicant.[19]

Libraries and museums are signaled out as special non-formal educators worthy of support under the Environmental Education Act.[20] Furthermore, authority exists for community education groups to apply for small grants (under $10,000) by means of simplified grant application procedures. Here is the ball for the organizational librarian -- she can run with it to improve or institute an environment/population education collection.

But for APLIC, the challenge is almost a mandate! APLIC, through its organizational outreach, is in the best position to respond to the lack of accessible data and information on which school units in population education must rely. We have an opportunity to apply for a project grant to collate a small basic library in population education as an aid to students and teachers. A document could be created to:

(a) identify titles for a reference shelf -- or shelves for school librarians (at the junior and senior high school level) which would be annotated and indexed in a way that was keyed to population materials and units used in the local schools.

(b) In addition, an attractive display chart could be prepared and published as an index for the reference shelf.

Such a project could probably be done quickly. Moreover, a school system could receive federal support from the Office of Education or the Office of Environmental Education to purchase the volumes. A state pilot program, here in North Carolina perhaps, could be initiated by offering state library supervisors an opportunity to inaugurate such a reference shelf in one or more libraries throughout the state school system. A similar project could then investigate the possibilities of creating in the national school library system a reference shelf of population education documents.

A later and more ambitious project would be to embark on such a program for the community library system. But this undertaking would be considerably more ambitious, requiring a much larger reference shelf and accompanying indexes.

The school library project would be a first step in the establishment of what Faneuff[21] suggests is adequate institutional resource backup in the area of population education: "Something must be said about the availability of research libraries in both population studies in general and population education specifically. Both must be housed either together or in close proximity. Nothing can cause a project to fail more dismally than the lack of this resource for students and teachers. An institutional population education program should have a library of at least 500 volumes spread over the entire field of population."

N.B., Most of the documents mentioned in this introduction are available for perusal here. Dr. Burleson's paper includes a monumental bibliography on population education prepared by Judith Marshall of the Carolina Population Center, identifying 180 titles, but as the footnotes point out "It is difficult to distinguish between items useful to population education, and items on population education, (for either the teacher or student)."

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THE FIRST FIVE-YEAR PLAN FOR POPULATION EDUCATION

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THE FIRST FIVE-YEAR PLAN FOR POPULATION EDUCATION

(With a Bibliography for Population Center Libraries)

> Since man's first appearance on earth he, like all plant and animal species, has been subject to two opposing forces: life and death.
>
> Alfred Sauvy, 1962

The population literature is burgeoning with comments about death control and birth control, but there is precious little on the topic of life control so that man, in his hallowed dominion over nature, will take care of all life. The family planning literature is heavy with its analyses of cultural constraints against the development of comprehensive delivery systems and with its driving concern about the extension of local, national, and international population policies. Formal programs in sex education have not enjoyed great acceptance/support from many population and family planning personnel. Informal educational programs on contraception and family planning have existed, mostly in clandestine ways, since almost the beginning of history. Formal educational efforts for population awareness are a very recent endeavor characterized overwhelmingly by the piecemeal innovative efforts of a few educators during the past ten years.

The bench mark of population education was set in 1962 by Philip Hauser,[1]* one of the foremost demographers in the United States, when he indicted educators in their own prestigious journal, the Teachers College Record:

> The facts and implications of population changes are indeed conspicuous by their absence or by their superficial and cursory treatment in American education. The ignoring of demography in the school curriculum is particularly astonishing in view of the fact that the schools themselves have been hard hit by rapid population changes...

* Notes appear at the end of the text.

> It is about time for twentieth century school curricula to incorporate twentieth century demographic findings in the context of their twentieth century implications.

In the mid-1960's The Population Council employed Sloan Wayland from Teachers College, Columbia University, to survey for population and family planning education a number of countries in the Middle East and Southeast Asia, but Wayland found nothing but negative evidence.[2] Planned Parenthood entered into formal population and family planning education with a major symposium in 1965, from which we now take the challenge for setting up this five-vear plan. In the PP-WP discussions concerning curricula, Jerrold Zacharias, a leading scientist with special experience in revising high school physics programs, contended that the development of population education would require an array of specialists and at least ten years of very hard work. The physicists had had a field and had known basically what they wanted to develop, but it took them ten years and millions of dollars of support. In reply to this hard analysis of coordinated curriculum development, Alan Guttmacher,[3] the president of Planned Parenthood-World Population, rejoined:

> It will take more than ten years for a national panel of specialists to debate, test and complete recommendations for secondary school curriculum revision to give proper emphasis to population problems and family planning. But American schools need this guidance sooner; they need it now.

The period from 1966 to 1972 is one of great diversity and generally useful proliferation in population education. Pressures of time-commitment to current population education opportunities in Africa prevent me from developing even a hasty recount of population and family planning developments related to education in Morocco, the Sudan, Tunisia, the United Arab Republic, Ghana, Nigeria, Sierra Leone, Kenya, Mauritius, Uganda, Botswana, Swaziland, Israel, Turkey, Ceylon, India, Iran, Nepal, Pakistan, Indonesia, Malayasia, the Philippines, Singapore, Thailand, the Republic of China, Nationalist China, Hong Kong, Japan, the Republic of Korea, Canada, the United States, Costa Rica, El Salvador, Guatemala, Mexico, Nicaragua, Panama, Barbados, Cuba, the Dominican Republic, Jamaica, Puerto Rico, Trinidad and Tobago, Brazil, Colombia, Ecuador, Peru, Venezuela, Argentina, Chile, Uruguay, Denmark, Sweden, the United Kingdom, France, Switzerland, and UNESCO.[4]

In lieu of the world survey report I am wont to write, I herewith substitute an earlier challenge-plan for population education during the Second Development Decade. This plan has not been funded in the quantities proposed and has had no coordinated development. Yet we have the beginnings of pop ed in more than

the forty nations that had been called for by 1972. The reader's indulgence is requested as he/she considers the social and economic factors of this statement:

Population Education in the 1970's

> Through the multifaceted programs of international education -- through established and to be established programs in formal and informal education -- universities, foundations, governmental agencies and international organizations have an enormous opportunity in the next decade to influence the outcome of the present threats of population and environmental crisis. Population and family planning programs of the last two decades have been almost exclusively medical and paramedical in their orientations, but during the late 1960's a small number of educators have worked out guidelines for what Education can and should do to develop an awareness of the problems resulting from rapid population growth. The task of the 1970's, in the field of international development operations, may well be to change the few tentative suggestions and research projects of these concerned individuals into comprehensive educational programs.
>
> Now, educators in some twenty nations of the developed and underdeveloped world have expressed interest in "population awareness." During the next few years we will need to have programs for teacher training, for the development of curriculum materials, and for general information diffusion. It is not unreasonable to expect ten additional countries to become active in formal programs of population education during 1970, and we would not be surprised if this second-stage development were to include as many as twenty polities. By 1972 we could have initial population education programs operating in forty nations. If these were costed at $100,000 each, we could expect to spend $4,000,000 in that year. (Let us suppose, also, that $4,000,000 is available each year for population education during 1970 and 1971. This will help us arrive at a crude calculation for the decade.) If in each year subsequent expenditures in these countries were to increase 50 percent, we would have expenses for 1973 of $6,000,000; 1974, $9,000,000; 1975, $13,500,000; 1976, $20,250,000; 1977, $30,380,000; 1978, $45,570,000; 1979, $68,360,000; and in 1980, approximately $100,000,000. This is without expansion into nations other than those wherein an interest in population education has already been expressed. The total, including 1980, sets the bill at approximately $300,000,000. If we were to double the number of nations to eighty by the year 1980 and were to find that by that year we had learned to spend some $2,500,000 each in the forty fully developed programs

> of population education, perhaps an allocation of half as much for the decade could be allocated to the second group of forty nations, i.e., $150,000,000. This is for a grand total of some $450,000,000 for a population which will be approximately 4.5 billion. In other words, we are proposing a challenge of spending ten cents per person against the possibility of having world population go to 7.0 billion by the end of the century.
>
> This is our challenge. If you agree with this concept of utilizing education as an agent for developing population and environmental awareness, you owe a dime to pop ed. All funds collected will be given to population and environmental education projects. At the present time funds collected are being given to ECOS, the student-organized environmental group at UNC. If you disagree with this document, you have read it gratis.

Now we can turn to the rudiments of a five-year plan for population education. From UNESCO we have three extremely important base-line documents that should help us to establish important national level recognition of the population variable in social and economic development: Pedro Galindo's Educacion y Poblacion en Ocho Paises de America Latina;[6] The Final Report on the Meeting of Population-Education Experts, Santiago, Chile, October 1970;[7] and The Regional Workshop on Population and Family Education, Bangkok, 7 September-7 October, 1970, Final Report.[8] These papers constitute basic reference works to all who aspire to be knowledgeable on the topic of international population education.

The First Five-Year Plan has four prerequisites:[9] (1) The traditional approaches of disciplines must either be accomodated or bypassed. (2) New subject matter must be introduced at the expense of current content. (3) Population education, if it is to have any real significance, must get into value spheres. (4) Humanpower must be developed to train teachers and teachers of teachers in this field.

Our approach must organize itself around a schizoid structuring, for both curriculum development and teacher training must progress fairly simultaneously. For the teacher training component of this challenge, there is no one answer. Some programs are developing in-service training, while others concentrate on pre-service; and, hopefully, others will experiment with combinations of the pre- and in-service personnel. Some programs are primarily to train the teachers of the teachers, and others concentrate on the direct-action route of affecting classroom teaching by mass training programs -- via seminars, the media, and programed learning. At this early stage of population education, it is predominantly the training of the teachers of teachers that has commanded our attention in the Center for Population and Environmental Education of the UNC School of Education. However, we are now developing an

audio-visual programed learning package for elementary teachers in training. The only large scale teacher-in-service training programs currently underway, with which we are familiar, are in the Ministry of Education of the Republic of the Philippines and in the Division of Education of the University of Valle in Colombia.[10]

The curriculum component of the First Five-Year Plan for Population Education has, at present, no comprehensive bibliography of materials. There is a serious lack of extensive exchanges of materials and curriculum experiences. For the "population education purposes" of the Association of Population/Family Planning Libraries and Information Centers, however, such an assertion does not suffice. For librarians, the innovators within this "new" activity of population are duty bound to provide from time to time some statement on the "state of the art" in library materials. The latest extensive bibliographic effort in population education is the 115-item document prepared by Judith Marshall for the Carolina Population Center, October 1971.[11] Judith Marshall's work describes the largest organized corpus on population education of which we are aware. The materials listed here are more numerous than any previous bibliography on population education, but Appendix I includes items useful to population education as well as items on population education.[12]

Before turning to the bibliography, however, it is necessary to outline three additional components of our five-year plan: (1) We are sympathetic to infusion and unitary approaches to curriculum innovation, but we feel a concentrated effort should be made in population education in the United States toward developing at least five new courses at the secondary level. (2) We are committed to the development of an infrastructure of population education through the community colleges and technical institutes of North Carolina to serve teachers in reaccreditation and to provide a more adequate civics training to all adult extension students in this state. (3) We are desirous of developing collateral programs with other states of this rapidly growing southeastern region and of exchanging ideas, materials, and personnel with population educators in other regions.

(1) During the next five years we propose to develop five multidisciplinary courses: (a) A natural science course of "Man and His Environment" with inputs of population from the social sciences. (b) An international social science-civics course with environmental and development education inputs. (c) An inner-city course on urban problems -- population education, such as the experiment in Baltimore this past summer. (d) A suburban, high-population-growth-of-the-middle-class-responsibility course. (e) A rural (black-white-gray) economic deprivation ghetto course.

(2) During the spring of 1972 the Center for Population and Environmental Education has collaborated with twelve community colleges and technical institutes in North Carolina toward the developing of population inputs in a number of their courses and toward implementing next autumn a series of in-service credit courses for teachers. At the rate of twelve institutions a year, we will reach all fifty-five before our demi-decade elapses.

(3) Preliminary correspondence has developed with interested educators in Kentucky, Tennessee, Georgia, Florida, Alabama, and Texas. To date we have made no concentrated effort to foment regional population education interest for our in-state programs have top priority, and planning therefore will have to await the second drafting of this five-year plan.

The materials that this paper is calling to your attention should properly be annotated, but the explosion of interest in population education precludes our CPEE staff and corps of fourteen pop ed students from taking on the delicate and arduous task. Rather, to bring this text to a close, I want to cite ten specially useful pop ed items that have come to CPEE in the past year and let you all suffer in a Twainesque manner the remainder of the bibliography:

> The very ink with which all history is written is merely fluid prejudice.
>
> from Pudd'nhead Wilson's New Calendar

(1) For bulk, scope, and challenge the nine volumes on population education developed by the Ministry of Education of the Republic of the Philippines is without equal. For the avant-garde educationist of inquiry education, these materials will appear inferior to many other things; but for anyone who has worked with educational planning and implementation in the developing nations, these materials will be manna. The items are course guides in social studies, in science, and in health - with resource units in family planning, the family and family roles, human sexuality, demography, and ecology. (See, the Republic of the Philippines.)

(2) For beauty of presentation, for assistance in developing curricula, and for not much use on population per se, we recommend the six-volume set of People and their Environment: Teachers' Curriculum Guide to Conservation Education, including

Grades 1-2-3; Grades 4-5-6; Science 7-8-9; Social Studies 7-8-9; Social Studies 10-11-12; 9-12 Home Economics; Biology; and 1-12 Outdoor Laboratory. (See, Brennan, Matthew J., ed.)

(3) For national development of and implementation of population education, inspired by the UNESCO Bangkok Conference, Malaysia in its National Workshop on Population Education is exemplary.

(4) For A World Worth Living In, Fisher and Flammer have developed a beautiful combination of environmental and population resources. This is the most comprehensive in-school effort on environmental and population education that has come our way.

(5) Basically, the visual materials collaged by Willard Johnson, first national vice president of ZPG, illustrates quickly and easily the quantitative pressures on our world: Population and Quality of Life.

(6) ZPG member, Lawrence Schaefer, makes a valuable contribution with his 198-page guide to teachers and 26-page unit for secondary students: An Introduction to Population, Environment, and Society.

(7) From Denver, Zero Population Growth provides us with one of the more readily available (Price $1.00) items of quality: A Teacher's Guide to Materials on Population.

(8) Rulon works effectively to promote population awareness free of teachers and has developed a very fine programed larning sequence covering world views and U. S. perspectives on overpopulation, age distribution considerations, growth and stabilization materials, and potential solutions for the United States.

(9) The Center for Population and Environmental Education at UNC summarizes its views in a Strategy for Population Education, outlining need, current status, general strategy, focal points and tasks -- all condensed into 17 pages. No better bit of provincialism is so readily available!

(10) In conclusion it is important to observe that much of population education has been too provincial on population dynamics. Definitions of pop ed have

> escaped this paper, on purpose, and the remaining citation is a challenge to all persons working in the field to keep their hearing and sight well focused on messages from Development Education. The Action for Development Section of the Food and Agriculture Organization of the United Nations is attempting revolutionary work on international social and economic justice. Increasingly, representatives from the developing nations are saying with more conviction than many population and family planning personnel of the developed nations that population is only one variable in their development tasks. A Young World Development Issue Packet of the Freedom from Hunger Foundation and their Population and Development Packet constitute two of the most comprehensive and challenging items educators can utilize to widen their own horizons and those of their students.

Let me end as I began, with a commentary on man's dominion over nature: "HONOR THY CHILDREN SO THAT THEY MAY LIVE THEIR LIVES IN FULL STEWARDSHIP OF ALL LIFE." Now that the first decade of population education has seen the development of a certain infrastructure of personnel and materials, planning in this field is now both possible and mandatory if the best purposes of man's dominion over nature are to be served, that is, stewardship. Last year I developed the thirteenth commandment to summarize my own feelings on the demographic-environmental reformulation we require to enhance life. The semantic shift is from dominance to caring.

FOOTNOTES

[1] Philip M. Hauser, "Population -- Gap in the Curriculum," The Teachers College Record, 63 (6) (March 1962), pp. 425-433.

[2] Sloan R. Wayland, "How Schools Abroad Meet the Problem," in Family Planning, Population Problems, and the Secondary School Curriculum, ed. by Dorothy L. Millstone (New York: Planned Parenthood-World Population, 1966), pp. 8-11.

[3] Alan F. Guttmacher, "How Communities Can Take Initiative Now," in Family Planning, Population Problems, and the Secondary School Curriculum, ed. by Dorothy L. Millstone (New York: Planned Parenthood-World Population, 1966), pp. 19-23.

[4] This is my own list of nations who are beginning or already confronting a variety of aspects of population education, including population awareness, family living, and reproduction education.

[5] This was a little satire prepared to raise money for ECOS. December 16, 1969.

[6] This paper should be available from the Population and Family Planning Education Section, Department of School and Higher Education, UNESCO, Paris, France.

[7] Ibid.

[8] Ibid.

[9] These four prerequisites are a paraphrase of the obstacles outlined by the Population Reference Bureau in their Bulletin on population Education. Population Bulletin, XXVI (3).

[10] This is based upon personal communication from Mr. Donald Chauls, In care of the Ministry of Education, Manila, the Philippines, and Dr. Pedro Galindo, Division of Education, University of Valle, Cali, Colombia.

[11] See Appendix III.

[12] I find it increasingly difficult to distinguish between items useful to pop ed and items on pop ed.

APPENDIX I

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Statement Read at APLIC Business Meeting
May 5, 1972

David Radel
Inventory Analysis Project
East-West Communication Institute
Hawaii

I would like to read a few remarks to stimulate discussion by members of APLIC about the overall structure of information resources in the population field. I was urged to make such a statement by participants in the workshop on "Problems in Running an Information Service," which I convened yesterday. Although I assume full responsibility for this statement, naturally I have tried to do full justice to the views of others who participated in that discussion.

There is in the population/family planning field a small group of us operating what might be called "active professional information services." Such information services or clearinghouses are collecting, processing, and actively disseminating information on various topics to professionals involved in domestic or overseas population and family planning activities. Some of our interests are similar to those of population/family planning librarians. For instance, each of us is concerned about meeting some of the informational needs of this vital field, i.e., in determining what our respective clienteles -- be they in-house or in external organization -- need in the way of information in order to function more effectively. In other words, the assessment of this overall need and of the status of endeavors to meet the need represents an effort of mutual interest.

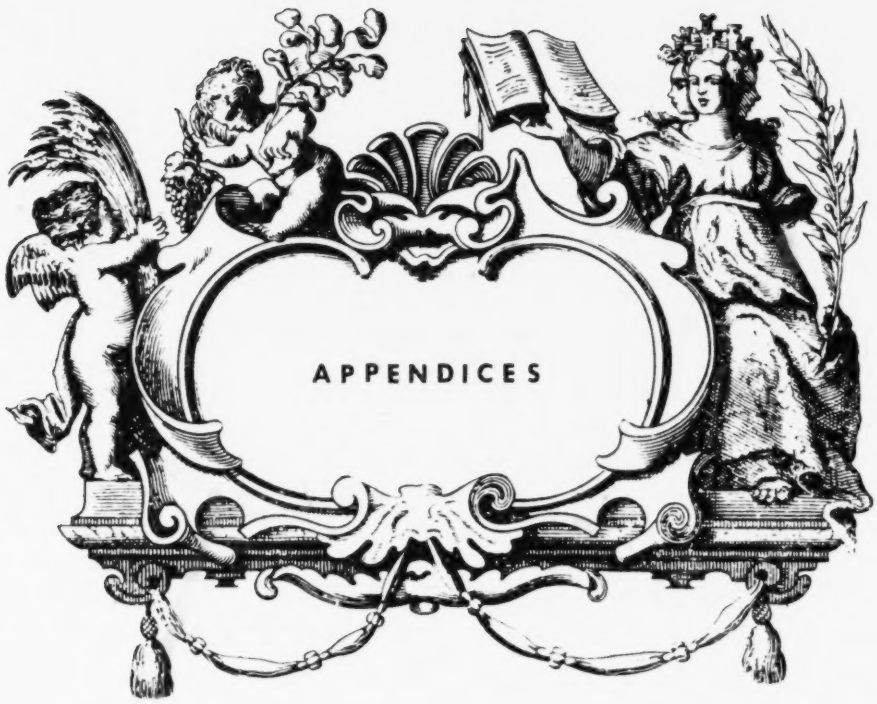
There are some problems, however, that are not common to both groups. I perceive, for instance, that librarians in this field have considerable interest in such matters as the development of uniform classification systems. Those of us operating "active information services" are, on the other hand, concerned -- or in my opinion certainly should be concerned -- about such issues as comprehensive identification of members of our audience and finding means of getting accurate information to them quickly. In other words, we're faced with problems of disseminating information to and getting feedback from professionals located outside of our respective organizations -- often scattered all over the world.

Because of the convergence of our interests in meeting the informational needs of the population/family planning field, I feel that there would be value in both the librarians and the

operators of such information services getting together under the APLIC umbrella. If APLIC is interested, then I certainly would be willing personally to join forces with you. Naturally, I can't speak for my counterparts in other organizations. APLIC, in turn, however, would have to be prepared to permit the information service people opportunities (in workshops and the like) to discuss our unique problems (e.g. merits of different mailing systems), which traditionally have not been part of the program at these annual meetings.

A definitional problem exists: what exactly is an "information service"? I don't have a good answer to that yet, but if there's interest in my proposal, I'd be willing to work with others in defining just exactly what all should be included under the information service or center label. In any case, it would seem that APLIC's name is already, if I may be allowed to pun, quite applicable -- Association of Population/Family Planning Libraries and Information Centers. I'm merely proposing somewhat more balance between the two as well as a slightly broadened concept of "information service."

I'll close on a brief personal note: I feel that all too many of the information activities taking place in population are inadequately geared to the needs of a key group of consumers,- i.e. field personnel. The notion behind yesterday morning's panel on "Information Needs in Family Planning" is very important. I would want very much for this issue to continue to be a central focus of APLIC meetings. We need to foster such dialogue between information specialists (meaning librarians and information center people) and information users -- especially field staff, practitioners, administrators who are working on the front lines of population problems. Surely the only justification for doing what we do is to help them do what they're doing better and more quickly. We can't afford to forget that!



APPENDICES

APPENDIX 1

REPORT ON PARTICIPANT REACTION TO THE FIFTH ANNUAL APLIC CONFERENCE

Dan Joldersma
Jeannette Goldberg
Librarians
Center for Population Planning
University of Michigan

In a desire to evaluate the May 1972 APLIC-Chapel Hill conference and to improve next year's conference, the APLIC board authorized a mail survey of the conference participants. The survey was conducted by Dan Joldersma and Jeannette Goldberg of the Department of Population Planning at the University of Michigan. Of the 63 questionnaires which were distributed on July 26, 1972, 41 or 65% were returned. The 65% was gratifying since the average response to a mail survey is 50%, making the results of this survey reasonably accurate. That 35% of the people did not respond to the questionnaire may be due to summer vacations, the time lag between the conference and the questionnaire, or an indifference.

The first series of questions was on the Thursday morning session entitled "Information needs and sources in family planning." 75% or more of the conference participants felt that the panelists' discussion was relevant to their needs and interests, that they allowed sufficient time for discussion, that they allowed for alternative points of view, and that these panels were valuable and should be a regular feature of APLIC conferences.

The next six questions were on the individual workshops. The results are summarized in Table 1. For most of the workshops, neither the size of groups, the physical locations, nor the length of the workshops negatively affected the success of the workshops. The majority of the participants also felt that the content or subject matter of the workshops was not too technical but that it was challenging and not too elementary. The workshop leaders were also praised for encouraging discussion and alternate points of view as well as for the quality of their handout materials.

With regard to the Friday morning business session, 70% agreed that there was sufficient time for discussing APLIC business, but a significant minority (47%) felt that additional opportunity to nominate APLIC board members from the floor should be given and the paper ballots should be used in all voting procedures. On the question of affiliation with the Population Association of America, the results were evenly divided, with the largest percentage (42%) offering no opinion (perhaps reflecting a wait-and-see attitude) and 20% definitely against affiliation.

When asked in question 9 to compare the value of this year's conference with last year's conference, 56% had no opinion and 9 people did not respond to the question. These figures probably reflect the large number of first attenders who could not compare the two conferences. 65% of the participants encouraged the use of evenings (in New Orleans?) for small informal workshops on specific topics while 53% voted for a three-day conference, and 60% felt that workshops should be offered twice to avoid conflicts. Few people indicated that the cost of the conference registration prohibited people from attending. The most enthusiastic response in the entire questionnaire was for the scheduling of meetings, the pace of the conference, and the

time between the various events: 90% felt that it was appropriate. The results of the next question were not as clear and were not consistent with earlier responses. The question asked whether panel discussions by experts in the field of population/family planning should be included in next year's program since this broader perspective would be provided by the PAA's meetings and would leave APLIC meetings strictly for library and information service topics. 70% of the respondents agreed that these panels should not be included or had no opinion. Yet in question 1, 75% of the respondents felt that these panels "are interesting and valuable and should be a regular feature of the APLIC conference."

The final three questions were intended to elicit responses to a list of tentative topics for next year's PAA panel session and APLIC conference topics. In all cases, 75% or more of the respondents agreed that the topics were appropriate.

One of the most interesting and valuable parts of the questionnaire was the section for additional comments. Most were direct, to the point, helpful, and need no explanations. Here are some examples:

1. "Please make the conference more relevant for small libraries. Separate seminars or sessions on computers and microfilm are without relevance to small Planned Parenthood libraries."

2. "The basic problem seemed to be that there were two types of participants -- those formally trained in library or information services, who worked in a 'real' library with computers, microfilm, etc., and those who may or may not have been trained librarians....I think there is room in APLIC for both kinds of people, but programs must be geared to meet these very different needs. Much of what went on was completely over my head, except for Ms. Horowitz's presentation....Frankly, I was disappointed with the APLIC conference -- the titles of the seminars sounded great but were not relevant."

3. "A clear definition should be made of the term 'information.' There was again during 1972 a great deal of talking at cross purposes because the distinction between 'information' as assembled and published in a newsletter for instance, and 'information as processed and referred to bibliographically was not made clear enough....It is perfectly acceptable to deal with both aspects, but workshops and seminars should be clearly labeled."

4. "The move toward 'communication' as a new addition to APLIC was my reason for my attending and would be reason for my return."

5. "In proposal for next year's panel on Information Sources, add sources on manpower training techniques."

6. "We should try to use next year's meeting to coordinate efforts in population information services and clearinghouses. This may involve intensive meetings of the representatives of key organizations involved in this area."

7. "Have a session on resources in Planned Parenthood-World Population libraries -- basic information about the care/finding of materials."

8. "I didn't feel like the goals of APLIC were incorporated or stressed toward a common decision, but maybe this isn't possible to do."

9. "This questionnaire would have been better mailed sooner, as I must admit I remember little of what went on. An immediate response to a conference is much more accurate than such a delayed one. Perhaps these questionnaires could be prepared early and handed out the last day of the conference."

10. "This questionnaire will be a great help to planning 1973's APLIC conference. The enormous variety of representatives should make the oncoming sessions a challenge for planning and an event to look forward to in the future."

The APLIC Board would like to thank everyone who participated in the survey. The valuable feedback we obtained will be helpful in planning next year's APLIC conference.

TABLE I: A COMPARISON OF APLIC WORKSHOPS*

	WORKSHOP #: 1**	2	3	4	5	6	Average of all workshops
A.	The content of thw workshop was accurately reflected in the written description: 1.76	3.00	1.83	1.80	2.25	2.17	2.13
B.	The workshop was far too technical: 4.39	3.44	4.17	3.50	3.88	4.42	3.96
C.	The size of the group was appropriate and contributed to the workshop's success: 2.18	1.89	2.17	2.50	2.56	2.54	2.30
D.	The physical location of the seminar was adequate and contributed to its success: 3.10	2.00	2.34	3.60	2.80	3.33	2.86
E.	The seminar was far too elementary: 4.24	4.22	4.00	3.55	3.18	4.08	3.87
F.	The leader(s) of the workshop encouraged discussion and alternate points of view: 1.88	1.66	1.67	2.70	2.00	1.75	1.94
G.	The length of the seminar was appropriate: 2.33	2.44	1.67	3.20	2.41	2.17	2.37
H.	The handout mataerials (if any) were appropriate and valuable: 1.89	2.25	1.83	2.22	2.36	2.00	2.09
I.	Number of respondents: 18	9	6	10	17	12	12

* Figures represent mean responses on a 1(strongly agree) to 5(strongly disagree) scale.

** Workshop #1: "INFORMATION RETRIEVAL USING LIBRARY METHODS," Blanche Horowitz.
Workshop #2: "POPULATION INFORMATION SERVICES: OPERATIONAL PROBLEMS," David Radel.
Workshop #3: "INTERNATIONAL DIRECTORY AND OVERVIEW," Cathie Fogle and Anne Cotterill.
Workshop #4: "CONSTRUCTION OF AN HIERARCHICAL INDEXING VOCABULARY FOR POPULATION/FAMILY PLANNING LITERATURE," Norman Shumway and Kathryn Speert.
Workshop #5: "COMPUTER USAGE IN LIBRARY AND INFORMATION RETRIEVAL SERVICES," Dan Joldersma and Sally Mulligan.
Workshop #6: " NEW DIMENSION FOR THE POPULATION/FAMILY PLANNING LIBRARY: POPULATION EDUCATION," Frances Jacobson.

QUESTIONNAIRE ON THE APLIC-CHAPEL HILL CONFERENCE, MAY 3-5, 1972

(Please answer the following questions using the following rating scale:
1=strongly agree 2=agree 3=no opinion 4=disagree 5=strongly disagree.)

1. WITH REGARD TO THE THURSDAY MORNING "SESSION ON INFORMATION NEEDS AND SOURCES IN FAMILY PLANNING,"

   A. The Speakers in general addressed themselves to my needs and interests.

   1(20%) 2(61%) 3(2%) 4(12%) 5(2%) total responses= 39 non responses= 2 mean= 2.15

   B. There was sufficient time for audience feedback, observation, participation and questions.

   1(20%) 2(62.5%) 3(5%) 4(12.5%) 5(---) total responses= 40 non responses= 1 mean= 2.23

   C. The speakers in general allowed for alternate points of view.

   1(15%) 2(65%) 3(15%) 4(5%) 5(---) total responses= 40 non responses= 1 mean= 2.10

   D. Panels of this kind are interesting and valuable and should be a regular feature of the APLIC conferences.

   1(45%) 2(30%) 3(12.5%) 4(12.5%) 5(---) total responses= 40 non responses= 1 mean= 1.93

(For questions 2-7, evaluate only the workshops you attended.)

2. WITH REGARD TO THE WORKSHOP IN "INFORMATION RETRIEVAL USING LIBRARY METHODS," CONDUCTED BY BLANCHE HOROWITZ:

   A. The content of the workshop was accurately reflected in the written description.

   1(41.2%) 2(47.1%) 3(5.9%) 4(5.9%) 5(---) total responses= 17 non responses= 1 mean= 1.76

   B. The workshop was far too technical.

   1(---) 2(---) 3(11.1%) 4(38.9%) 5(50%) total responses= 18 non responses= 0 mean= 4.39

   C. The size of the group was appropriate and contributed to the workshop's success.

   1(23.5%) 2(52.9%) 3(5.9%) 4(17.6%) 5(---) total responses= 17 non responses= 1 mean= 2.18

   D. The physical location of the seminar was adequate and contributed to its success.

   1(16.7%) 2(16.7%) 3(22.2%) 4(27.8%) 5(16.7%) total responses= 18 non responses= 0 mean= 3.10

E. The seminar was far too elementary.

1(---) 2(5.9%) 3(5.9%) 4(47.1%) 5(41.2%) total responses= 17 non responses= 1 mean= 4.24

F. The leader(s) of the workshop encouraged discussion and alternate points of view.

1(29.4%) 2(58.8%) 3(5.9%) 4(5.9%) 5(---) total responses= 17 non responses= 1 mean= 1.88

G. The length of the seminar was appropriate.

1((16.7%) 2(50.0%) 3(16.7%) 4(16.7%) 5(---) total responses= 18 non responses= 0 mean= 2.33

H. The handout materials (if any) were appropriate and valuable.

1(33.3%) 2(50.0%) 3(11.1%) 4(5.5%) 5(---) total responses= 18 non responses= 0 mean= 1.89

3. WITH REGARD TO THE WORKSHOP IN "POPULATION INFORMATION SERVICES: OPERATIONAL PROBLEMS," CONDUCTED BY DAVID RADEL:

A. The content of the workshop was accurately reflected in the written description.

1(---) 2(44.4%) 3(11.1%) 4(44.4%) 5(---) total responses= 9 non responses= 0 mean= 3.00

B. The workshop was far too technical.

1(22.2%) 2(11.1%) 3(11.1%) 4(11.1%) 5(44.4%) total responses= 9 non responses= 0 mean= 3.44

C. The size of the group was appropriate and contributed to the workshop's success.

1(44.4%) 2(33.3%) 3(11.1%) 4(11.1%) 5(---) total responses= 9 non responses= 0 mean= 1.89

D. The physical location of the seminar was adequate and contributed to its success.

1(11.1%) 2(33.3%) 3(44.4%) 4(11.1%) 5(---) total responses= 9 non responses= 0 mean= 2.00

E. The seminar was far too elementary.

1(---) 2(---) 3(22.2%) 4(33.3%) 5(44.4%) total responses= 9 non responses= 0 mean= 4.22

F. The leader(s) of the workshop encouraged discussion and alternate points of view.

1(55.5%) 2(33.3%) 3(---) 4(11.1%) 5(---) total responses= 9 non responses= 0 mean= 1.66

G. The length of the seminar was appropriate.

1(22.2%) 2(44.4%) 3(11.1%) 4(11.1%) 5(11.1%) total responses= 9 non responses= 0 mean= 2.44

H. The handout materials (if any) were appropriate and valuable.

1(12.5%) 2(50.0%) 3(37.5%) 4(---) 5(---) total responses= 8 non responses= 1 mean= 2.25

4. WITH REGARD TO THE WORKSHOP IN THE "INTERNATIONAL DIRECTORY AND LIBRARY NEWSLETTER," CONDUCTED BY CATHY FOGEL AND ANNE COTTERILL:

   A. The content of the workshop was accurately reflected in the written description.

   1(66.7%) 2(---) 3(16.7%) 4(16.7%) 5(---) total responses= 6 non responses= 0 mean= 1.83

   B. The workshop was far too technical.

   1(---) 2(---) 3(33.3%) 4(16.7%) 5(50.0%) total responses= 6 non responses= 0 mean= 4.17

   C. The size of the group was appropriate and contributed to the group's success.

   1(16.7%) 2(50.0%) 3(33.3%) 4(---) 5(---) total responses= 6 non responses= 0 mean= 2.17

   D. The physical location of the seminar was adequate and contributed to its success.

   1(33.3%) 2(---) 3(66.7%) 4(---) 5(---) total responses= 6 non responses= 0 mean= 2.34

   E. The seminar was far too elementary.

   1(---) 2(---) 3(40.0%) 4(20.0%) 5(40.0%) total responses= 5 non responses= 1 mean= 4.00

   F. The leader(s) of the workshop encouraged discussion and alternate points of view.

   1(66.7%) 2(---) 3(33.3%) 4(---) 5(---) total responses= 6 non responses= 0 mean= 1.67

   G. The length of the seminar was appropriate.

   1(50.0%) 2(33.3%) 3(16.7%) 4(---) 5(---) total responses= 6 non responses= 0 mean= 1.67

   H. The handout materials (if any) were appropriate and valuable.

   1(33.3%) 2(50.0%) 3(16.7%) 4(---) 5(---) total responses= 6 non responses= 0 mean= 1.83

5. WITH REGARD TO THE WORKSHOP ON THE "CONSTRUCTION OF AN HIERARCHICAL INDEXING VOCABULARY FOR POPULATION/FAMILY PLANNING LITERATURE," CONDUCTED BY NORMAN SHUMWAY AND KATHRYN SPEERT:

   A. The content of the workshop was accurately reflected in the written description.

   1(40.0%) 2(40.0%) 3(20.0%) 4(---) 5(---) total responses= 10 non responses= 0 mean= 1.80

   B. The workshop was far too technical.

   1(10.0%) 2(10.0%) 3(10.0%) 4(60.0%) 5(10.0%) total responses= 10 non responses= 0 mean= 3.50

   C. The size of the group was appropriate and contributed to the workshop's success.

   1(20.0%) 2(30.0%) 3(40.0%) 4(---) 5(10.0%) total responses= 10 non responses= 0 mean= 2.50

D. The physical location of the seminar was adequate and contributed to its success.

1(---) 2(---) 3(50.0%) 4(40.0%) 5(10.0%) total responses= 10 non responses= 0 mean= 3.60

E. The seminar was far too elementary.

1(---) 2(11.1%) 3(22.2%) 4(66.6%) 5(---) total responses= 9 non responses= 1 mean= 3.55

F. The leader(s) of the workshop encouraged discussion and alternate points of view.

1(---) 2(60.0%) 3(20.0%) 4(10.0%) 5(10.0%) total responses= 10 non responses= 0 mean= 2.70

G. The length of the seminar was appropriate.

1(10.0%) 2(20.0%) 3(20.0%) 4(40.0%) 5(10.0%) total responses= 10 non responses= 0 mean= 3.20

H. The handout materials (if any) were appropriate and valuable.

1(22.2%) 2(33.3%) 3(44.4%) 4(---) 5(---) total responses= 9 non responses= 1 mean= 2.22

6. WITH REGARD TO THE WORKSHOP ON "COMPUTER USAGE IN LIBRARY AND INFORMATION RETRIEVAL SERVICES," CONDUCTED BY DAN JOLDERSMA AND SALLY MULLIGAN:

A. The content of the workshop was accurately reflected in the written description.

1(25.0%) 2(50.0%) 3(6.3%) 4(12.5%) 5(6.3%) total responses= 16 non responses= 1 mean= 2.25

B. The workshop was far too technical.

1(---) 2(17.6%) 3(11.8%) 4(35.3%) 5(35.3%) total responses= 17 non responses= 0 mean= 3.88

C. The size of the group was appropriate and contributed to the workshop's success.

1(6.3%) 2(56.2%) 3(18.8%) 4(12.5%) 5(6.3%) total responses= 16 non responses= 1 mean= 2.56

D. The physical location of the seminar was adequate and contributed to its success.

1(6.6%) 2(46.7%) 3(13.3%) 4(26.6%) 5(6.6%) total responses= 15 non responses= 2 mean= 2.80

E. The seminar was far too elementary.

1(5.9%) 2(29.4%) 3(11.8%) 4(47.1%) 5(5.9%) total responses= 17 non responses= 0 mean= 3.18

F. The leader(s) of the workshop encouraged discussion and alternate points of view.

1(17.6%) 2(64.7%) 3(17.6%) 4(---) 5(---) total responses= 17 non responses= 0 mean= 2.00

G. The length of the seminar was appropriate.

1(5.9%) 2(64.7%) 3(11.8%) 4(17.6%) 5(---) total responses= 17 non responses= 0 mean= 2.41

H. The handout materials (if any) were appropriate and valuable.

1(7.1%) 2(57.1%) 3(28.6%) 4(7.1%) 5(---) total responses= 14 non responses= 3 mean= 2.36

7. WITH REGARD TO THE WORKSHOP ON "A NEW DIMENSION FOR THE POPULATION/FAMILY PLANNING LIBRARY: POPULATION EDUCATION," WHICH WAS CONDUCTED BY FRAN JACOBSON:

A. The content of the workshop was accurately reflected in the written description.

1(25.0%) 2(50.0%) 3(8.3%) 4(16.6%) 5(---) total responses= 12 non responses= 0 mean= 2.17

B. The workshop was far too technical.

1(---) 2(---) 3(8.3%) 4(41.7%) 5(50.0%) total responses= 12 non responses= 0 mean= 4.42

C. The size of the group was appropriate and contributed to the workshop's success.

1(9.1%) 2(54.5%) 3(18.1%) 4(9.1%) 5(9.1%) total responses= 11 non responses= 1 mean= 2.54

D. The physical location of the seminar was adequate and contributed to its success.

1(---) 2(41.7%) 3(8.3%) 4(25.0%) 5(25.0%) total responses= 12 non responses= 0 mean= 3.33

E. The seminar was far too elementary.

1(---) 2(8.3%) 3(8.3%) 4(50.0%) 5(33.3%) total responses= 12 non responses= 0 mean= 4.08

F. The leader(s) of the workshop encouraged discussion and alternate points of view.

1(33.3%) 2(58.3%) 3(8.3%) 4(---) 5(---) total responses= 12 non responses= 0 mean= 1.75

G. The length of the seminar was appropriate.

1(25.0%) 2(50.0%) 3(8.3%) 4(16.6%) 5(---) total responses= 12 non responses= 0 mean= 2.17

H. The handout materials (if any) were appropriate and valuable.

1(41.7%) 2(33.3%) 3(16.6%) 4(8.3%) 5(---) total responses= 12 non responses= 0 mean= 2.00

8. WITH REGARD TO THE FRIDAY MORNING BUSINESS SESSION:

A. There was sufficient time for discussion of next year's conference site, affiliation with PAA, election of APLIC board members and other matters.

1(9.4%) 2(59.4%) 3(15.6%) 4(12.5%) 5(3.1%) total responses= 32 non responses= 1 mean= 2.41

B. Additional opportunity to nominate APLIC board members from the floor should be given.

1(12.5%) 2(34.4%) 3(40.6%) 4(9.4%) 5(3.1%) total responses= 32 non responses= 1 mean= 2.56

C. Paper ballots should be used in all voting procedures.

1(6.1%) 2(39.4%) 3(24.2%) 4(24.2%) 5(6.1%) total responses= 33 non responses= 0 mean= 2.85

D. APLIC board members should continue to draw up the slate of officers and board members.

1(12.1%) 2(51.5%) 3(21.2%) 4(15.2%) 5(---) total responses= 33 non responses= 0 mean= 2.39

E. APLIC business matters should be left up to the APLIC board and conference time should be used for workshops and panel disucssions.

1(9.4%) 2(28.1%) 3(18.8%) 4(34.4%) 5(9.4%) total responses= 32 non responses= 1 mean= 3.06

F. APLIC should formally affiliate with the Population Association of America.

1(16.1%) 2(19.4%) 3(41.9%) 4(12.9%) 5(9.7%) total responses= 31 non responses= 2 mean= 2.81

G. More people would attend the APLIC annual conference if APLIC meetings were held in a variety of cities across the United States and Canada.

1(18.8%) 2(43.8%) 3(25.0%) 4(12.5%) 5(---) total responses= 32 non responses= 1 mean= 2.31

9. WITH REGARD TO THE CONFERENCE IN GENERAL.

A. This year's conference in general was more valuable than last year's conference.

1(18.8%) 2(15.6%) 3(56.3%) 4(6.3%) 5(3.1%) total responses= 32 non responses= 9 mean= 2.59

B. Next year's conference should utilize evenings for small informal workshops on specific topics.

1(10.0%) 2(55.0%) 3(5.0%) 4(22.5%) 5(7.5%) total responses= 40 non responses= 1 mean= 2.63

C. In general, the pace of the conference and the time between the various events was appropriate.

1(19.5%) 2(70.7%) 3(4.9%) 4(4.9%) 5(---) total responses= 41 non responses= 0 mean= 1.95

D. Next year's conference should be three days long.

1(17.1%) 2(36.6%) 3(26.8%) 4(12.2%) 5(7.3%) total responses= 41 non responses= 0 mean= 2.56

E. The cost of the conference registration prohibits some people from attending.

1(7.5%) 2(15.0%) 3(32.5%) 4(40.0%) 5(5.0%) total responses= 40 non responses= 1 mean= 3.20

F. Next year's conference should have the same number of workshops but they should be offered at least twice so that more people can attend more workshops.

1(31.7%) 2(29.3%) 3(14.6%) 4(22.0%) 5(2.4%) total responses= 41 non responses= 0 mean= 2.34

G. Next year's conference should have fewer seminars.

1(2.7%) 2(8.1%) 3(27.0%) 4(35.1%) 5(27.0%) total responses= 37 non responses= 4 mean= 3.76

H. Lecture and panel discussions by experts in the field of population/family planning should not be included in next year's program since this broader perspective will be provided by the Population Association of America's meetings, leaving APLIC meetings exclusively for library and information service topics.

1(7.9%) 2(34.2%) 3(28.9%) 4(23.7%) 5(5.4%) total responses= 38 non responses= 3 mean= 2.84

10. THE FOLLOWING TOPICS WOULD BE APPROPRIATE FOR NEXT YEAR'S APLIC-PAA PANEL SESSION ENTITLED, "COMMUNICATION OF INFORMATION IN THE POPULATION FIELD":

A. Bibliographic Sources and Needs: An Analytic Look.

1(21.1%) 2(57.9%) 3(18.4%) 4(2.6%) 5(---) total responses= 38 non responses= 2 mean= 2.03

B. Standardization of Subject Definitions.

1(35.9%) 2(46.2%) 3(12.8%) 4(2.6%) 5(2.6%) total responses= 39 non responses= 1 mean= 1.90

C. Locating Fugitive Documents.

1(26.3%) 2(47.3%) 3(21.1%) 4(2.6%) 5(2.6.%) total responses= 38 non responses= 2 mean= 2.08

D. Identifying On-going Research.

1(34.2%) 2(44.7%) 3(15.8%) 4(2.6%) 5(2.6%) total responses= 38 non responses= 2 mean= 1.95

11. THE FOLLOWING TOPICS WOULD BE APPROPRIATE FOR NEXT YEAR'S APLIC PANEL SESSION ON "INFORMATION SOURCES FOR THE 70'S":

A. Population Education.

1(30.8%) 2(53.8%) 3(12.8%) 4(---) 5(2.6%) total responses= 39 non responses= 1 mean= 1.90

B. Family Life and Sex Education.

1(33.3%) 2(41.7%) 3(11.1%) 4(11.1%) 5(2.8%) total responses= 36 non responses= 4 mean= 2.08

C. Environment.

1(24.3%) 2(48.6%) 3(16.2%) 4(8.1%) 5(2.7%) total responses= 37 non responses= 3 mean= 2.16

D. Human Reproduction and Contraception.

1(37.8%) 2(45.9%) 3(13.5%) 4(---) 5(2.7%) total responses= 37 non responses= 3 mean= 1.84

12. THE FOLLOWING TOPICS WOULD BE APPROPRIATE FOR NEXT YEAR'S WORKSHOPS:

A. The Use of Microfilm in Population/Family Planning Libraries and Information Centers.

1(35.1%) 2(43.2%) 3(16.2%) 4(---) 5(5.4%) total responses= 37 non responses= 4

B. Computer Usage I: An Introduction to the Computer in Libraries and Information Centers.

1(36.8%) 2(34.2%) 3(21.1%) 4(5.3%) 5(2.6%)

total responses= 38
non responses= 3
mean= 2.03

C. Computer Usage II: Improving Existing Computer Useage in Libraries and Information Centers.

1(24.3%) 2(35.1%) 3(27.0%) 4(8.1%) 5(5.4%)

total responses= 37
non responses= 4
mean= 2.35

D. Basic Reference Sources in Population/Family Planning.

1(42.1%) 2(47.4%) 3(7.9%) 4(2.6%) 5(---)

total responses= 38
non responses= 3
mean= 1.71

E. Thesarus Building.

1(23.1%) 2(51.3%) 3(17.9%) 4(7.7%) 5(---)

total responses= 39
non responses= 2
mean= 2.10

F. Planning an Information Center.

1(42.1%) 2(44.7%) 3(7.9%) 4(5.3%) 5(---)

total responses= 38
non responses= 3
mean= 1.71

13. PLEASE USE THIS SPACE TO MAKE ANY ADDITIONAL COMMENTS ON THE PAST APLIC CONFERENCE OR TO MAKE ANY SUGGESTIONS FOR NEXT YEAR'S CONFERENCE.

APPENDIX 2

APLIC CONFERENCE ATTENDANCE REPORT:

A SURVEY OF CONFERENCE PARTICIPATION BY YEAR AND ORGANIZATION

Technical Information Service
Carolina Population Center

APLIC CONFERENCE ATTENDANCE REPORT - 1972

The following is a survey of conference attendance by each organization represented over the past five years. The names are compiled from participant lists for the first five meetings. As the Association continues to take shape, a firm idea of the membership composition of the group, past and potential, is needed. The totals given below include the total number of conference participants (as listed by organization on the following chart), as well as the total number of conference speakers and observers.

1968	22
1969	50
1970	50
1971	80
1972	102

CONFERENCE ATTENDANCE BY ORGANIZATION

	1st 1968	2nd 1969	3rd 1970	4th 1971	5th 1972
Transnational Family Research Institute, American Institutes for Research				1	1
School of Public Health University of California	1	1	1		
Caltech Population Program California Institute of Technology					1
Technical Information Service/ Library, Carolina Population Center	2	3	5	10	12
International Demographic Statistics Center, Bureau of the Census		2	2	2	2
Bureau of the Census Library		1	1	1	2
Family Planning Evaluation Activity, Center for Disease Control				1	1
Center for Family Planning Program Development, Washington, D.C.					1
Central Bureau of Statistics Baghdad, Syria					1
Clearinghouse and Laboratory for Census Data, Washington, D.C.					1
International Institute for the Study of Human Reproduction Columbia University		1	1	1	2
Communications Laboratory Community and Family Study Center					1
Comprehensive Family Planning Program, Asheville, N.C.					1
Dag Hammarskjold Library United Nations					1

	1st 1968	2nd 1969	3rd 1970	4th 1971	5th 1972
Delaware League for Planned Parenthood					1
Population Studies Program Duke University					1
East-West Communication Institute East-West Center					1
East-West Population Institute East-West Center			1	1	1
ERIC Information and Analysis Center, for Science, Math, and Environmental Education				1	1
Family Planning Training Institute, Baltimore, Md.					1
Family Planning Clinic, Rochester, New York					1
Population Office Ford Foundation	1	1	1	1	
Harvard Center for Population Studies, Harvard University	1	1	1	1	1
Population and Family Health Department Library, Johns Hopkins University		1			
School of Hygiene and Public Health, Johns Hopkins University					1
Human Resources Research Organization, Fort Knox, Ky.					1
Institute of Sex Research Indiana University					2
International Bank for Reconstruction and Development					1
International Development Research Center, Ottawa, Canada				1	1
International Planned Parenthood Federation, London, England			1	1	1

	1st 1968	2nd 1969	3rd 1970	4th 1971	5th 1972
International Planned Parenthood Federation, Western Hemisphere Region			2	1	1
Dept. of Population Planning University of Michigan	2	1	1	1	2
Inventory of Published Research in Marriage and Family Behavior University of Minnesota			1		
School of Public Health University of Minnesota					1
Department of Demography University of Montreal				2	
Office of Space Science and Applications, NASA			1		
Center for Population Research NICHD, NIH		2	1	1	1
Scientific Information Centers Branch, NICHD, NIH	2	1	1		
Division of Computer Research and Technology, NIH	1	1	1		
National Library of Medicine					1
Newark Coordinated Family Planning Program, New Jersey					1
North Carolina Dept. of Administration, State Planning Division				1	
Dept. of Computer and Information Science, University of North Carolina		1			
School of Journalism University of North Carolina		1			
Orleans Family Planning Association, Albion, N.Y.					1
Dept. of Health and Population Dynamics, Pan American Health Organization	1			1	

	1st 1968	2nd 1969	3rd 1970	4th 1971	5th 1972
Pan American Sanitary Bureau Library, Pan American Health Organization			1		
Pan American Federation of Associations of Medical Schools Colombia, South America					1
Population Studies Center University of Pennsylvania	1	1		1	
School of Public Health University of Pittsburgh	1	1	1		1
Planned Parenthood-World Population, New York	1	2	1	1	2
Planned Parenthood Association Chicago Area					1
Planned Parenthood of Detroit					1
Planned Parenthood, Essex County New Jersey					2
Planned Parenthood, Houston, Texas					1
Planned Parenthood of Minnesota					1
Planned Parenthood-World Population, Southwest Region				1	
The Population Council	2	4	2	2	3
Population Crisis Committee					1
Population Reference Bureau	1	1	1	1	1
Office of Population Research Princeton University	1	1	1	1	
Regional Training Center for Family Planning, Atlanta, Ga.					1
Research Triangle Institute North Carolina				2	2
Center for Population Studies Tulane University	2				

	1st 1968	2nd 1969	3rd 1970	4th 1971	5th 1972
Population Division United Nations	1	1	1	1	
UNESCO, Paris, France				1	
Population Office U.S. Agency for International Development			1	1	4
U.S. Department of Agriculture Extension Division					1
National Center for Family Planning Services, U.S. Dept. of Health, Education, and Welfare			1		1
National Center for Health Statistics, U.S. Dept. of Health, Education, and Welfare				1	
Center for Demography and Ecology University of Wisconsin				1	
World Health Organization, Geneva, Switzerland			1	1	

APPENDIX 3

APLIC BOARD OF DIRECTORS
1972-1973

OFFICERS

President	Rolf Versteeg Center for Population Research
1st Vice President.	Wilma Winters Harvard Center for Population Studies
2nd Vice President.	Frances Jacobson Population Reference Bureau
Secretary/Treasurer	Catherine Fogle Carolina Population Center

BOARD MEMBERS

	Board Term
Samuel Baum International Demographic Statistics Center, Bureau of the Census	1973
Blanche Horowitz Planned Parenthood/World Population	1975
Dan Joldersma Center for Population Planning University of Michigan	1975
Dorothy Kaufman Bureau of the Census	1974
Sally Mulligan Center for Disease Control	1973
Kathryn Speert International Institute for the Study of Human Reproduction	1974
Bates Buckner Carolina Population Center	Ex Officio

APPENDIX 4

BYLAWS

OF

ASSOCIATION FOR POPULATION/FAMILY PLANNING LIBRARIES AND INFORMATION CENTERS

Article I. Name.

The name of the corporation is ASSOCIATION FOR POPULATION/FAMILY PLANNING LIBRARIES AND INFORMATION CENTERS ("the Corporation").

Article II. Purposes of the Corporation.

The corporation has been organized to operate exclusively for charitable and educational purposes, including, but not limited to:

> The professional development of effective population/family planning information and library systems and services through research and application of information science and technology.

To accomplish this purpose, the corporation has as specific goals:

(1) To hold an annual conference to review the state of the art of information science;

(2) To sponsor publications concerning population/family planning bibliographic information and information sources; and

(3) To cooperate with other national and international organizations in the scientific study of population/family planning information dissemination.

Article III. Offices and Registered Agent.

Section 1. The principal office of the corporation and such other offices as it may establish shall be located at such place or places, either within or without the District of Columbia, as may be designated by the Board of Directors. The corporation shall continuously maintain within the District of Columbia a registered office at such place as may be designated by the Board of Directors.

Section 2. The corporation shall continuously maintain within the District of Columbia a registered agent, which agent shall be designated by the Board of Directors. Any change in the registered office or

registered agent shall be accomplished in compliance with the District of Columbia Nonprofit Corporation Act. Such agent may be an individual resident of the District of Columbia whose business office is identical with the registered office of the corporation, a District of Columbia corporation (whether for profit or not for profit), or a corporation formed outside the District of Columbia, provided such foreign corporation is authorized to transact business or conduct its affairs within the District of Columbia and has an office identical with the registered office of the corporation.

Article IV. Membership.

Section 1. Classes of membership. There shall be two classes of members, regular members and student members.

Section 2. Eligibility for membership.

a. Regular members. Any person interested in the purposes and programs of the corporation is eligible to become a regular member, except that students are eligible to become student members only.

b. Student members. Any full-time student is eligible to become a student member, provided that no one shall be entitled to remain as a student member for a period of more than five years. Student members shall have all the rights and privileges of regular members, except that they shall not be eligible to hold office and shall not be entitled to vote for the election or removal of officers and directors.

Section 3. Application for membership. All applicants for membership shall make application to the Secretary-Treasurer.

Section 4. Admission of members. The admission to membership of an applicant shall be made by the Secretary-Treasurer's placing the name of the applicant on the membership roll.

Section 5. Resignation. Any member may resign by filing a written resignation at the corporation's principal office, but such resignation shall not relieve the member so resigning of the obligation to pay

any dues, or other charges theretofore accrued and unpaid.

Section 6. Dues. The amount and manner of paying dues and other fees, if any, for all classes of members shall be established by the Board of Directors with the approval of a majority of the members voting at an annual meeting at which a quorum is present. The dues and other fees payable by a student member shall be fifty percent of those payable by a regular member.

Section 7. Meetings.

a. Annual meeting. The annual meeting of the members of the corporation shall be held at such time as the Board of Directors may determine. The annual meeting shall be a part of an annual conference which shall also include a program of addresses, discussions, workshops and other continuing education features in the broad fields of library and information sciences, systems, and technology. The Board of Directors shall determine the extent to which the general public shall participate in the conference.

b. Special meetings. Special meetings of the members may be called at any time by the Board of Directors. Special meetings may also be called by the President upon the written request of twenty-five members.

c. Notice.

(1) Notice of the annual meeting shall be given at least thirty days in advance of such meeting. Such notice shall contain a description of the character of the annual conference and shall contain a preliminary program outline.

(2) Notice of a special meeting shall be given at least ten days in advance of such meeting. Notice of a special meeting shall state the nature of the business to be transacted thereat, and no other business may be considered at such meeting.

(3) Notice of all meetings shall be given in written form, mailed to the last known address of each member.

d. Quorum. A quorum for the transaction of business at any meeting shall consist of at least twenty-five percent of the members registered at the annual conference.

e. Voting. At all meetings, each member shall be entitled to one vote and may vote in person only.

f. Rules of order. Meetings shall be conducted according to Roberts' Rules of Order, unless otherwise provided in these Bylaws.

Article V. Board of Directors.

Section 1. General powers and duties. The Board of Directors of the corporation shall be its governing body. The Board shall manage, control, and direct the affairs and property of the corporation. The Board shall have, and may exercise all the powers specified in its Articles of Incorporation and the District of Columbia Nonprofit Corporation Act necessary to carry out the purposes of the corporation.

Section 2. Composition of the Board.

a. Except for the initial Board of Directors named in the Articles of Incorporation, the Board shall consist of (1) the officers of the corporation and

(2) seven elected directors, to be elected by the regular members. At the completion of his elected term of office, the President shall serve for one year as an ex-officio member of the Board, unless elected as an elected director. The terms of the members of the initial Board of Directors shall expire at such time as their successors are elected at the first annual meeting of the members. Directors who are officers shall serve as directors during such time as they shall be officers. Elected directors shall serve for staggered terms of three years. At the first meeting of the members at which elected directors are chosen, such elected directors shall determine by lot which two shall serve for a period of one year, which three for a period of two years, and which two for a period of three years. The term of any director shall also expire by reason of his death, resignation, or removal in accordance with these Bylaws.

b. Any vacancy occurring in the Board of Directors by reason of the expiration of a director's term or by reason of an increase in the number of directors

shall be filled by vote of the regular members in good standing at an annual meeting at which a quorum is present. Any vacancy occurring in the Board of Directors for any other reason may be filled by the affirmative vote of a majority of the then members of the Board of Directors, though less than a quorum of the Board.

c. A director may be removed from office at any meeting of the members by the affirmative vote of a majority of the regular members in good standing present at an annual meeting at which a quorum is present or by the affirmative vote of a majority of the then members of the Board of Directors at a meeting at which a quorum is present.

d. A director may resign from the Board at any time by giving notice in writing thereof to the Chairman of the Board.

e. The President of the corporation shall be the Chairman of the Board. The Board of Directors may elect one of its members as Vice Chairman of the Board, to serve for one year or until his successor is elected and qualified. The Chairman of the Board shall preside at all meetings of the Board of Directors and

shall perform such other duties as may be required of him by the Board of Directors. The Vice Chairman of the Board shall, in the absence of the Chairman of the Board, preside at the meetings of the Board of Directors and shall perform such other duties as may be required of him by the Board of Directors.

Section 3. Meetings of the Board of Directors.

a. Two meetings of the Board of Directors shall be held in connection with each annual conference of the corporation. The first shall precede and the second shall follow the annual meeting of the members. The second meeting shall constitute the annual meeting of the Board.

b. Special meetings shall be called by the Chairman at the request of one-third of the then members of the Board or at the request of the President.

c. The time and place of all meetings shall be designated by the Chairman. The meetings may be held within or without the District of Columbia.

d. At least five days' notice shall be given to each director of any meeting of the Board. Notice

of a meeting shall specify the date, time, and place of the meeting, but, except as otherwise provided in these Bylaws, need not specify the purpose for the meeting or the business to be conducted. Notice must be either delivered personally to each director or mailed (including the sending of a telegram) to him at his business address. If such notice is given by mail, it shall be deemed delivered when deposited in the United States mail properly addressed and with postage prepaid thereon. If such notice is given by telegram, it shall be deemed delivered when the content of the telegram is delivered to the telegraph company. Notwithstanding the foregoing requirements, a director may waive notice of the time and place of any regular or special meeting. Attendance at a regular or special meeting shall constitute a waiver of notice, except where the director attends a meeting for the express purpose of objecting to the conduct of business on the ground that the meeting was not lawfully called or is not lawfully convened. A written statement filed with

the Board by any director either before or after a meeting is held, which recites knowledge of the date, time, and place of such meeting and specifically waives notice thereof shall be considered effective to dispense with the requirements for prior written notice to such director.

e. One-third of the then members of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board, except that if a quorum is not present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

f. Except as otherwise provided by statute, the Articles of Incorporation, or these Bylaws, all matters shall be decided by a majority of the directors present at any meeting at which a quorum exists.

g. Any action required or permitted to be taken at any meeting of the Board of Directors may be taken by oral agreement without a meeting, if within seven days after such oral agreement, the text of the resolution or

matter agreed upon is sent to all members of the Board and all the members of the Board consent to such action in writing, setting forth the action taken, within fourteen days of the mailing of such text. Such consent in writing shall have the same force and effect as a unanimous vote and may be described as such in any document executed by the corporation.

Article VI. Committees.

Section 1. Executive Committee. The Board of Directors may designate from its members by a vote of the majority of all the directors an Executive Committee consisting of at least three, and no more than five, directors, one of which shall be the Chairman of the Board, who shall also be Chairman of the Executive Committee. The Board may designate one or more directors as alternate members of the Executive Committee, who may replace any absent or disqualified member at any meeting of the Committee. Except as otherwise required by law or these Bylaws, the Executive Committee shall have all the authority of the Board in the management of the corporation and may authorize the seal of the

corporation to be affixed to all papers which may require it. The Executive Committee shall keep regular minutes of its proceedings and shall report the same to the Board when required. Vacancies in the membership of the Executive Committee shall be filled by the Board at a regular or special meeting.

Section 2. Other Committees. The President may create such other committee or committees as may be deemed necessary, but such committee or committees shall not exercise any power of the Board of Directors.

Article VII. Officers.

Section 1. The officers of the corporation shall be a President, a First Vice-President, a Second Vice-President, and a Secretary-Treasurer. Officers must be regular members of the corporation in good standing.

Section 2. The officers shall be elected at the annual meeting of the members. Only regular members in good standing shall be entitled to vote in such election. The officers' terms of office shall be one year, to begin at the close of the annual meeting at which they are elected.

Section 3. The officers of the corporation shall hold office until their successors are chosen and qualified. Any officer of the corporation may be removed at any time by the affirmative vote of a majority of the then members of the Board of Directors.

Section 4. If the office of President becomes vacant for any reason other than the expiration of a term, the First Vice-President and the Second Vice-President shall succeed to the office of President in that order. If any other office becomes vacant for any reason other than the expiration of a term, the vacancy shall be filled by the Board of Directors.

Section 5. The duties and powers of the officers of the corporation shall be as provided in these Bylaws, or as provided pursuant to these Bylaws or (except to the

extent they are inconsistent with these Bylaws or with any provision made pursuant hereto) shall be those customarily exercised by corporate officers holding such offices.

Section 6. The President. The President shall be the chief operating officer of the corporation and, subject to the control of the Board of Directors, shall perform all duties customary to that office and shall supervise and control all of the affairs of the corporation in accordance with policies and directives approved by the Board. The President shall preside at all meetings of the corporation and the Board of Directors at which he is present. Except as otherwise provided by resolution of the Board, the President shall, on behalf of the corporation, execute and sign bonds, mortgages, contracts, leases, agreements, and other instruments requiring a seal, and shall execute and sign such documents where not requiring a seal, except where such documents are required by law to be otherwise signed and executed or where the signing or execution thereof shall be exclusively delegated to some other officer or agent of the corporation. As provided in Article V,

Section 2(a), of these Bylaws, the President, upon completion of his term, shall serve for a period of one year as an ex-officio member of the Board of Directors, unless he is elected as an elected director.

Section 7. In the absence or disability of the President, the First Vice-President, and in his absence or disability, the Second Vice-President, shall discharge the duties and exercise the powers of the President. The First Vice-President shall be responsible for planning the program of the annual conference and annual meeting of the members.

Section 8. The Secretary-Treasurer.

a. The Secretary-Treasurer shall be responsible for the keeping of an accurate record of the proceedings of all meetings of the Board of Directors, shall give or cause to be given all notices in accordance with these Bylaws or as required by law, and, in general, perform all duties customary to the office of secretary. He shall have custody of the corporate seal of the corporation and shall have authority to affix the same to any instrument requiring it and, when so affixed, it may be attested by his signature. The Board of Directors may give

general authority to any officer to affix the seal of the corporation and to attest the affixing by his signature.

b. The Secretary-Treasurer shall also perform all duties customary to the office of treasurer, shall have the custody of and be responsible for all corporate funds and securities and shall keep full and accurate accounts of receipts and disbursements in the books of the corporation. Such books shall be open at all times to the inspection of members of the Board of Directors. He shall deposit or cause to be deposited all monies or other valuable effects in the name of the corporation in such depositories as shall be selected by the Board of Directors or the Executive Committee.

c. He shall disburse the funds of the corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements. At each annual meeting of the members, he shall make a report of the accounts of the preceding fiscal year. He shall render to the President and the Board, at its regular meetings or when the Board so requires, an account of all his transactions

as treasurer and of the financial condition of the corporation.

d. If required by the Board of Directors, he shall give the corporation a bond (which shall be renewed when required) in such sum and with such surety or sureties as shall be satisfactory to the Board of Directors for the faithful performance of the duties of his office and for the restoration to the corporation, in the case of his death, resignation, retirement or removal from office, of all books, papers, vouchers, money and other property of whatever kind in his possession or under his control belonging to the corporation.

Article VIII. General Provisions.

Section 1. Seal. The seal of the corporation shall be circular in form and shall have inscribed thereon the words: "ASSOCIATION FOR POPULATION/FAMILY PLANNING LIBRARIES AND INFORMATION CENTERS," the state of incorporation, and the words "Corporate Seal."

Section 2. Checks. All checks, drafts, or other orders for the payment shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate.

Section 3. Fiscal Year. The fiscal year of the corporation shall be the calendar year.

Section 4. Auditing of Books. At least one month prior to each annual meeting of the members, the President shall cause the accounts of the corporation to be audited by a certified public accountant, and a full statement of the finances shall be submitted by the Secretary-Treasurer to the annual meeting of the members.

Section 5. Publications. The corporation shall issue the proceedings of the annual workshop and such other publications as are authorized by the Board of Directors. The responsibility for overseeing such publications shall be vested in a Publications Editor who shall be appointed by the Board for an indefinite term.

Article IX. Amendments.

Amendments to these Bylaws may be proposed by any four members of the corporation. Notice of such proposed amendment shall be given to all members at

least thirty days prior to the annual meeting of the members. The proposed amendment shall be presented for discussion and voted upon at such meeting, if a quorum is present. The proposed amendment shall be effective if approved by at least two-thirds of the members present and voting thereon.

APPENDIX 5

OTHER PUBLICATIONS IN THIS SERIES

International Directory of Population Information and Library Resources. First Edition. Catherine Fogle, Karin Gleiter, and Marilyn McIntyre, editors, Chapel Hill, Carolina Population Center, May 1972.

Supplement to the First Edition, International Directory of Population Information and Library Resources. Catherine Fogle and Karin Gleiter, editors, Chapel Hill, Carolina Population Center, September 1972.

Overview: A Journal of Population Libraries. Chapel Hill, Carolina Population Center, 1972 - (free)

1st National Workshop in Population Library and Information Services: Summary Report. Chapel Hill, Carolina Population Center, mimeo, 1968.

2nd National Workshop in Population Library and Information Services: Proceedings of the Conference. Chapel Hill, Carolina Population Center, 1969.

3rd National Conference on Population Library and Information Services: Proceedings of the Conference. Chapel Hill, Carolina Population Center, 1970

4th National Conference on Population/Family Planning Library and Information Services: Proceedings of the Conference. Chapel Hill, Carolina Population Center, 1971.

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